








## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	8 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Face the class and say "Hello." Wave at the students.</li> <li>Face away from the class, look over your shoulder, and say "Goodbye" as you wave at the students.</li> <li>Have the class stand up facing you and say "Hello" and wave.</li> <li>Have the class turn away from you, look over their shoulders, say "Goodbye," and wave.</li> <li>Choose students to come to the front and model both phrases for the class.</li> <li>Repeat the actions for "hello" and "goodbye" multiple times, having the students say the correct response each time.</li> </ol>	Learn the phrases "Hello," "Hi," and "Goodbye."
	5 mins			<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>Divide the class into two groups.</li> <li>Have group 1 stand, say "Hello" and wave at group 2.</li> <li>Have group 2 stand and face away from group 1.</li> <li>Have group 2 look over their shoulders, say "Goodbye" and wave.</li> <li>Have the groups switch roles and repeat steps 2-4.</li> </ol>	
	7 mins	Unit 1 - Song tab 		<b>Sing (You do)</b> <ol style="list-style-type: none"> <li>Play the song "Hi, Hello" from the Teacher Menu.</li> <li>Have the class sing along and wave hello and goodbye as they dance to the music.</li> <li>Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	





4. <i>Flicker Show</i>	5 mins	Unit 1 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Hi" and "Goodbye."</li> <li>3. Repeat the video as time allows.</li> </ol>	
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Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives	
5. <i>Photoplay</i>	5 mins	Unit 1 - Vocabulary tab 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	Learn the words "cat," "yellow," "bus," and "bike."	
6. <i>Big Picture (Vocabulary)</i>	5 mins	Unit 1 - Vocabulary tab 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>		
7. <i>Word Flurry</i>	5 mins	Unit 1 - Vocabulary tab 		<p><b>Find the Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ___," (e.g., "Tap cat."), ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> </ol>		

Break - 5 mins

## Lesson 2: Block A (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Flicker Show</i>	5 mins	Unit 1 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Hi" and "Goodbye."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrases "Hello," "Hi," and "Goodbye."
9. <i>Speak Up 1</i>	5 mins	Unit 1 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 1 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 1 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Hi, Hello" from the Teacher Menu.</li> <li>2. Have the class sing along as they wave hello and goodbye and dance to the music.</li> <li>3. Repeat the song several times. Have the class sing along and act out the lyrics.</li> </ol>	


Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. Practice Vocabulary: <i>Reveal the Word</i>	10 min		Vocabulary pictures (bus, bike, cat, yellow)  Piece of paper	<ol style="list-style-type: none"> <li>Cover one of the pictures with the piece of paper and hold it up.</li> <li>Slowly move the cover sheet to reveal part of the picture.</li> <li>Have the students raise their hands when they know what the picture is.</li> <li>If students are able to identify the word correctly, remove the paper so the entire picture can be seen.</li> <li>Have the class say the word aloud.</li> <li>If the students aren't able to identify the picture, continue to slowly reveal the rest of the picture until one of the students is able to identify it.</li> <li>Have the class say the word aloud.</li> </ol>	Review the words "cat," "yellow," "bus," and "bike."
13. <i>Search Party</i>	8 mins	Unit 1 - Vocabulary tab 		<ol style="list-style-type: none"> <li>Play <i>Search Party</i> from the Teacher Menu.</li> <li>Say a word you want the students to find.</li> <li>Choose a student to come to the front and find the image.</li> <li>If the student is correct, tap the correct button.</li> <li>Have the class say the target word.</li> <li>If the student is incorrect, tap the incorrect button.</li> <li>Have the student try again.</li> <li>If it is difficult to see the picture, tap the shuffle button.</li> <li>Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. Goodbye	2 mins			<ol style="list-style-type: none"> <li>Wrap up the class.</li> <li>Say "Goodbye" and wave to the class.</li> <li>Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 1 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Hi, Hello" from the Teacher Menu.</li> <li>2. Have the class sing along and wave hello and goodbye as they dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins			<p><b>Introduce the Action (I do)</b></p> <ol style="list-style-type: none"> <li>1. Sit on a chair in front of the class.</li> <li>2. Say, "Stand up," and model standing up.</li> <li>3. Sit down. Again, say, "Stand up," and model standing up.</li> <li>4. Stay standing.</li> <li>5. Say, "Sit down," and model sitting down in the chair.</li> <li>6. Stand up. Again, say, "Sit down," and model sitting down in the chair.</li> <li>7. Have the class say, "Stand up."</li> <li>8. Model the action.</li> <li>9. Have students say, "Sit down."</li> <li>10. Model the action.</li> </ol>	Learn the actions "stand up" and "sit down."

	5 mins			<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>Sit in a chair in front of the class.</li> <li>Say, "Stand up," and do the action.</li> <li>Have the class do the action.</li> <li>Say, "Sit down," and do the action.</li> <li>Have the class do the action.</li> <li>Have the students say, "Stand up," and do the action.</li> <li>Have the students say, "Sit down," and do the action.</li> <li>Repeat steps 6-7 until the class is comfortable with saying and doing the action.</li> <li>Divide the class into two groups.</li> <li>Have group 1 say, "Stand up."</li> <li>Have group 2 do the action.</li> <li>Have group 1 say, "Sit down."</li> <li>Have group 2 do the action.</li> <li>Repeat steps 10-13, having the groups switch back and forth between saying the command and doing the action.</li> </ol>	
5. <i>Dotty's Ditties</i>	5 mins	<p>Unit 1 - Actions tab</p> 	<p><b>Lyrics</b></p> <p>Stand up! Sit down! Stand up! Sit down! Stand up and turn around. Clap your hands and sit down.</p>	<p><b>Say a Chant (You do)</b></p> <ol style="list-style-type: none"> <li>Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>Say the chant slowly and model the actions.</li> <li>Have students say the chant slowly with you and do the actions.</li> <li>Practice the chant several times with you modeling and the students following.</li> <li>Have students say the chant with you but do the actions without you modeling.</li> <li>Increase the speed of the chant as the students do the actions.</li> </ol>	



**Lesson 1: Block B (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words	5 mins			<p><b>Introduce the Words (I do)</b></p> <ol style="list-style-type: none"> <li>Run in place as fast as you can and say "fast."</li> <li>Walk in place as slow as you can and say "slow."</li> <li>Stand up as fast as you can and say "fast."</li> <li>Sit down as fast as you can and say "fast."</li> <li>Stand up as slow as you can and say "slow."</li> <li>Sit down as slow as you can and say "slow."</li> </ol>	Learn the words "fast" and "slow."

	7 mins			<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Say, "Stand up fast."</li> <li>2. Have the class repeat, "Stand up fast," and do the action.</li> <li>3. Say, "Sit down slow."</li> <li>4. Have the class repeat, "Sit down slow," and do the action.</li> <li>5. Repeat the instructions to stand up or sit down, alternating between fast and slow.</li> <li>6. Have the students repeat the instructions and do the action each time.</li> <li>7. If the students are doing well, choose a student to come up and give the instructions.</li> </ol>
7. <i>Dotty's Ditties</i>	8 mins	<p>Unit 1 - Resources tab</p> 	<p><b>Lyrics</b></p> <p>Tap your toe fast, fast, SLOW, Fast, fast, SLOW, Fast, fast, SLOW. Now it's time for us to go Fast and SLOW.</p>	<p><b>Sing a Song (You do)</b></p> <ol style="list-style-type: none"> <li>1. Point to your toe and say "toe."</li> <li>2. Have the class say "toe."</li> <li>3. Tap your toe fast and say, "Tap your toe fast."</li> <li>4. Have the class repeat the sentence and do the action.</li> <li>5. Slowly tap your toe and say, "Tap your toe slow."</li> <li>6. Repeat steps 3-4 several times until students can say the words and do the actions.</li> <li>7. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>8. Have the class listen to the music and lyrics.</li> <li>9. Repeat the song several times. Have the class sing along and do the actions.</li> </ol>

Break - 5 mins

Lesson 2: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Letter Eggs: A</i>	5 mins	Unit 1 - Letters tab 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: A</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. Have the class say "A, /a/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. Have the class repeat the sound "/a/" as they are tracing the letter.</li> <li>7. Have the class say "/a/, apple."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. Have the class repeat the sound "/a/" as they are tracing the letter.</li> <li>10. Have the class say "/a/, alligator."</li> <li>11. Have several students come up and tap the alligator while the class repeats the sound.</li> </ol>	Learn the letters capital A and small a.
9. <i>Letter Eggs: a</i>	5 mins	Unit 1 - Letters tab 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: a</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "a, /a/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. Have the class repeat the sound "/a/" as they are tracing the letter.</li> <li>7. Have the class say "/a/, apple."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. Have the class repeat the sound "/a/" as they are tracing the letter.</li> <li>10. Have the class say "/a/, alligator."</li> <li>11. Have several students come up and tap the alligator while the class repeats the sound.</li> </ol>	



<b>10. Practice Letters and Sounds: The Fly Swatter Game</b>	2 mins		<b>Letter pictures</b> (A, a, apple, alligator, ant)	<b>Play a Letter Game (Set up)</b> <ol style="list-style-type: none"> <li>1. Show the picture of capital A and say, "capital A."</li> <li>2. Have the class repeat, "capital A."</li> <li>3. Put the picture in a place where the class can see it.</li> <li>4. Repeat steps 1-2 with small a.</li> <li>5. Show the picture of the apple and say, "/a/, /a/, apple."</li> <li>6. Have the class repeat, "/a/, /a/, apple."</li> <li>7. Put the picture in a place where the class can see it.</li> <li>8. Repeat steps 4-7 with the remaining pictures.</li> </ol>
	3 mins		3-4 fly swatters or something to tap with	<b>Model the Game (I do)</b> <ol style="list-style-type: none"> <li>1. Hold the fly swatter.</li> <li>2. Say, "capital A."</li> <li>3. Use the fly swatter to slap the picture of capital A.</li> <li>4. Have the class repeat, "capital A."</li> <li>5. Repeat steps 2-4 with small a.</li> <li>6. Say, "/a/, /a/, ant."</li> <li>7. Slap the picture of the ant.</li> <li>8. Have the class repeat, "/a/, /a/, ant."</li> <li>9. Repeat steps 6-8 with the remaining pictures.</li> </ol>
	5 mins			<b>Model the Game (We do)</b> <ol style="list-style-type: none"> <li>1. Choose two students to come to the front.</li> <li>2. Give each student a fly swatter.</li> <li>3. Say the name of one of the letter or animal pictures.</li> <li>4. Have the students race to tap the picture with their fly swatter.</li> <li>5. Have the class repeat the letter or animal you said.</li> <li>6. Repeat steps 2-4 a few times with the same two students.</li> <li>7. Choose 3-4 new students to come up.</li> <li>8. Repeat steps 2-4, having the students race to tap the picture of the word you say.</li> </ol>



	5 mins			<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Have each group line up.</li> <li>3. Give the first student in each line a fly swatter.</li> <li>4. Say the name of one of the letters or animal pictures.</li> <li>5. Have the students with the fly swatters race to tap the picture.</li> <li>6. Have the class repeat what you said.</li> <li>7. The student who taps the picture first earns a point for their team.</li> <li>8. The students go back to their lines and give the fly swatter to the next person in line.</li> <li>9. Repeat steps 4-8 until all students have tapped a picture.</li> <li>10. The team with the most points wins.</li> </ol>	
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**Lesson 2: Block B (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>11. Backpack Surprise</b></p>	8 min	<p>Unit 1 - Book tab</p> 		<ol style="list-style-type: none"> <li>1. Show the book <i>Backpack Surprise</i> from the Teacher Menu.</li> <li>2. After the narrator finishes reading the first page, invite a student to tap the backpack.</li> <li>3. Have the class repeat, "backpack."</li> <li>4. Have a student come and tap the alligator in the picture.</li> <li>5. Have the class repeat "alligator."</li> <li>6. Point out the word alligator that highlights in the text when you tap.</li> <li>7. Have the student tap the word alligator. Then have the class repeat the word.</li> <li>8. Repeat steps 4-7 with the picture of the ant.</li> <li>9. Repeat these steps with each page, having individual students tap pictures and text while the class repeats the words.</li> </ol>	<p>Share the book <i>Backpack Surprise</i>.</p>
	5 mins	<p>Unit 1 - Book tab</p> 		<ol style="list-style-type: none"> <li>1. Show the book <i>Backpack Surprise</i> from the Teacher Menu.</li> <li>2. After the narrator finishes reading each page, have the class repeat what was said.</li> <li>3. Point to a character on each page and have the students say its name.</li> </ol>	
<p><b>12. Goodbye</b></p>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>4. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 1 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Hi, Hello" from the Teacher Menu.</li> <li>2. Have the class sing along and wave hello and goodbye as they dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: A a</i>	5 mins	Unit 1 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: A a</i> from the Teacher Menu.</li> <li>2. Show the class capital A.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say, "capital A."</li> <li>5. Draw capital A in the air with your finger and have the class do it with you.</li> <li>6. Show the class small a.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small a."</li> <li>9. Draw small a in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does A make?"</li> <li>11. Have the class say the letter sound "/a/."</li> <li>12. Show the picture of the apple.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the class say "/a/, /a/, apple."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (alligator, ant).</li> </ol>	Review the letters capital A and small a.

5. "ABC Song"	5 mins	Unit 1 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter A.</li> <li>4. Have the class say "A" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. <i>Write and Say: A a</i>	5 mins	Unit 1 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Write and Say: A a</i> from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter on their leg.</li> <li>4. Have the class say "/a/, apple," and "/a/, alligator."</li> </ol>	


Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Bright Spot</i>	5 mins	Unit 1 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Bright Spot</i> from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the class if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "cat," "yellow," "bus," and "bike."
8. <i>Match Maker</i>	5 mins	Unit 1 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary word.</li> </ol>	

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	
<p>10. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 1 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	<p>Review the phrases "Hello," "Hi," and "Goodbye."</p>


**Break - 5 mins**

**Lesson 2: Block A (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Decorate the Letter: A</i></p>	<p>5 mins</p>	<p>Unit 1 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: A</i> from the Teacher Menu.</li> <li>2. When capital A appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "capital A."</li> <li>4. Have the class say the sound "/a/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital A, /a/").</li> <li>6. Choose a student to say "capital A, /a/."</li> <li>7. Have the class repeat "capital A, /a/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	<p>Review the letters capital A and small a.</p>

<p>12. <i>Decorate the Letter: a</i></p>	<p>5 mins</p>	<p>Unit 1 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: a</i> from the Teacher Menu.</li> <li>2. When small a appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small a."</li> <li>4. Have the class say the sound "/a/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small a, /a/").</li> <li>6. Choose a student to say "small A, /a/."</li> <li>7. Have the class repeat "small A, /a/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 1 - Letters tab</p> 	<p><b>Letter Pictures</b> (A, a)</p> <p><b>Lyrics</b> Here's how we make a capital A, A capital A, a capital A. Here's how we make a capital A. Let's all do it together.</p> <p>Here's how we make a small letter a, A small letter a, a small letter a. Here's how we make a small letter a. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times. Have the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 1 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small a.</li> <li>4. Have the class say "a" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	

Lesson 2: Block B (20 mins)


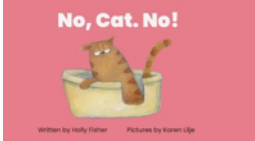
Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>15. <b>Backpack Surprise</b></p>	<p>10 min</p>	<p>Unit 1 - Book tab</p> 	<p>Pictures of the animals in the book (alligator, ant, cat, monkey, elephant, hippo)</p>	<ol style="list-style-type: none"> <li>Put the pictures on the board in front of the class.</li> <li>Review each of the characters with the class, having them say the characters' names.</li> <li>Divide the class into six groups and have each group hold a picture of a character.</li> <li>Show the book <i>Backpack Surprise</i> from the Teacher Menu.</li> <li>After each page is read, have the group holding the characters say their part of the story.</li> </ol> <p>Script:</p> <p>Page 1: Ant: <b>"Hello, Alligator."</b> Alligator: <b>"Hello, Ant."</b>                      Page 2: Alligator: <b>"Get in."</b>                      Page 3: Cat: <b>"Hello, Alligator."</b> Alligator: <b>"Hello, Cat."</b>                      Page 4: Alligator: <b>"Get in."</b>                      Page 5: Cat: <b>"Goodbye, Mom."</b>                      Page 6: Monkey: <b>"Hello, Alligator."</b> Alligator: <b>"Hi, Monkey."</b>                      Page 7: Alligator: <b>"Get in."</b>                      Page 8: Monkey: <b>"Goodbye, Dad."</b>                      Page 9: Elephant: <b>"Hello, Alligator."</b> Alligator: <b>"Hi, Elephant."</b>                      Page 10: Alligator: <b>"Get in."</b>                      Page 11: Ant, Cat, and Monkey: <b>"No, no, you're too big!"</b>                      Page 12: Alligator: <b>"Hello, Teacher."</b>                      Page 13: Teacher: <b>"Alligator, what's in your backpack?"</b>                      Page 14: Alligator, Ant, Cat, and Monkey: <b>"Surprise!"</b></p> <ol style="list-style-type: none"> <li>After finishing the story, give a new character picture to each group and read the story again.</li> <li>Read the story several more times, changing groups' pictures each time.</li> </ol>	<p>Share the book <i>Backpack Surprise</i>.</p>


	8 mins		<p><i>Backpack Surprise</i> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Backpack Surprise</i> project.</li> <li>2. Before the students color the project, review the animals they will be coloring.</li> <li>3. Point out the teacher. Tell students that she is a hippopotamus.</li> <li>4. Have students say "Surprise!" with lots of energy.</li> <li>5. Have the students color their project.</li> <li>6. After the class has finished coloring, invite a student to come to the front and share their picture with the class.</li> <li>7. Have the student point to each of the characters and say its name.</li> <li>8. Repeat steps 6-7 with additional students as time allows.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 1 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Hi, Hello" from the Teacher Menu.</li> <li>2. Have the class sing along and wave hello and goodbye as they dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>No, Cat. No!</i>	10 mins	Unit 1 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>No, Cat. No!</i> from the Teacher Menu.</li> <li>2. After the narrator finishes reading page 1, have the students repeat, "Look. It's a cat."</li> <li>3. Choose a student to come up and tap the picture of the cat.</li> <li>4. Choose a different student to come up and tap the word cat.</li> <li>5. Repeat these steps on pages 2 and 3. (Page 2: "Hello, Cat." Page 3: "This cat is fast. Come here.")</li> <li>6. On page 3, have the students pretend to be fast cats.</li> <li>7. On page 4, have the students repeat, "Get in."</li> <li>8. On page 5, have the students shrug their shoulders as they repeat, "Where's the cat?"</li> <li>9. On pages 6-8, have the students shake their finger at the cat as they repeat, "No, Cat. No!"</li> <li>10. On page 9, have the students gesture toward themselves as they repeat, "Come here!"</li> <li>11. On page 10, have the students nod their head as they repeat, "Yes, Cat. Yes!"</li> <li>12. Have the students repeat what they hear on the final two pages of the book.</li> </ol>	Share the book <i>No, Cat. No!</i>

<p>5. Learn About Joy</p>	<p>3 mins</p>			<ol style="list-style-type: none"> <li>Smile really big.</li> <li>Say, "I feel joy!"</li> <li>Laugh and say, "I feel joy!"</li> <li>Choose a student to come to the front.</li> <li>Have the student smile big and say, "I feel joy!"</li> <li>Choose a few more students to come to the front and say, "I feel joy!"</li> <li>Have the class stand up.</li> <li>Have the class laugh.</li> <li>Have the class smile big and say, "I feel joy!"</li> <li>Have the class say, "I feel joy!" a couple more times, louder each time.</li> <li>Have the class jump up and down, smiling big, and shout, "I feel joy!"</li> </ol>	
<p>6. Value Video</p>	<p>4 mins</p>	<p>Unit 1 - Value tab</p> 	<p><b>Lyrics</b>          I feel joy when I share.          I feel joy when I care.          I feel joy when I'm kind,          When I use my heart and mind.          When I try the best I can,          I feel good about who I am.</p>	<ol style="list-style-type: none"> <li>Use language the students understand to discuss the value kindness.</li> <li>Play the <i>Value Video</i> from the Teacher Menu.</li> <li>Ask what the children were doing in the video.</li> <li>Ask, "Were the children being kind?" (Students respond with "yes" or "no.")</li> <li>Ask how the children felt when they were kind. (Students respond with "happy" or "sad.")</li> <li>Play the video again.</li> <li>Have the students try to sing along.</li> </ol>	<p>Learn the value kindness.</p>
<p>7. Practice the Value: Kindness</p>	<p>3 mins</p>	<p>Unit 1 - Value tab</p> 	<p><b>Lyrics</b>          I feel joy when I share.          I feel joy when I care.          I feel joy when I'm kind,          When I use my heart and mind.          When I try the best I can,          I feel good about who I am.</p>	<ol style="list-style-type: none"> <li>Choose two students to come to the front.</li> <li>Have one student act out sharing their food with the other student.</li> <li>Have the first student say, "I am kind."</li> <li>Put the class into pairs.</li> <li>Have them take turns acting out sharing food and saying, "I am kind."</li> <li>Play the <i>Value Video</i> from the Teacher Menu and have the students sing along.</li> <li>Choose two students to come to the front.</li> <li>Have one of the students pretend to fall.</li> <li>Have the other student help the first student get up.</li> <li>Have the student who helped say, "I am kind."</li> <li>Have the students get with their partner again and take turns falling and helping each other up while saying, "I am kind."</li> <li>Say, "When we are kind, we feel joy!"</li> <li>Have students say, "I feel joy!" multiple times, louder each time.</li> </ol>	

Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. Review More Words	2 mins			<ol style="list-style-type: none"> <li>1. Run in place as fast as you can and say "fast."</li> <li>2. Walk in place as slow as you can and say "slow."</li> <li>3. Stand up as fast as you can and say "fast."</li> <li>4. Sit down as fast as you can and say "fast."</li> <li>5. Stand up as slow as you can and say "slow."</li> <li>6. Sit down as slow as you can and say "slow."</li> </ol>	<p>Review the words "fast" and "slow."</p> <p>Review the actions "stand up" and "sit down."</p>
9. Review an Action	5 mins		<ol style="list-style-type: none"> <li>1. Say, "Stand up fast."</li> <li>2. Have the class repeat, "Stand up fast," and do the action.</li> <li>3. Say, "Sit down slow."</li> <li>4. Have the class repeat, "Sit down slow," and do the action.</li> <li>5. Repeat the instructions to stand up and sit down, alternating fast and slow.</li> <li>6. Have the students repeat the instructions and do the action each time.</li> </ol>		
10. Show me, Miss Daisy	8 mins	Unit 1 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Show me, Miss Daisy</i> from the Teacher Menu.</li> <li>2. When Miss Daisy says "Hi," have the class reply "Hi."</li> <li>3. Have the class say "Hi," to all the bugs with Miss Daisy.</li> <li>4. When Miss Daisy runs, have the class stand up and run fast in place.</li> <li>5. When Miss Daisy stops running, have the class run slow.</li> <li>6. When Miss Daisy jumps, have the class jump with her fast and slow.</li> <li>7. When Wrigley eats fast, have the class pretend to eat fast.</li> <li>8. When Miss Daisy eats slow, have the class eat slow.</li> <li>9. When Miss Daisy says "Bye" to Webster, have the class say "Bye."</li> <li>10. When Dotty and Miss Daisy dance, have the class dance with her fast and slow.</li> <li>11. When Miss Daisy says "Goodbye," have the class say "Goodbye."</li> <li>12. Play the video again to help the class understand the language and hear the target words.</li> </ol>	

Break - 5 mins

**Lesson 2: Block A (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>11. Practice Vocabulary: What's Missing?</b></p>	<p>7 mins</p>		<p><b>Vocabulary pictures</b> (bus, bike, cat, yellow)</p>	<ol style="list-style-type: none"> <li>1. Show the students a vocabulary picture.</li> <li>2. Ask, "What's this?"</li> <li>3. Choose a student to answer.</li> <li>4. When the student says the word correctly, ask all of the students to repeat it.</li> <li>5. Put the vocabulary picture on the board.</li> <li>6. Repeat this for each word.</li> <li>7. Tell the students to close their eyes while you remove a picture.</li> <li>8. Tell the students to open their eyes. Ask if they know which vocabulary picture is missing.</li> <li>9. When a student guesses the correct word, show the vocabulary picture and encourage the students to say the word aloud.</li> <li>10. Put the vocabulary picture back on the board. Tell the students to close their eyes while you remove another picture.</li> <li>11. Repeat these steps several times.</li> </ol>	<p>Review the words "cat," "yellow," "bus," and "bike."</p>
<p><b>12. Practice Saying Phrases: Roll the Ball</b></p>	<p>8 mins</p>		<p>Ball</p>	<ol style="list-style-type: none"> <li>1. Review the phrases "Hi," "Hello," and "Goodbye."</li> <li>2. Arrange the students in a circle on the floor.</li> <li>3. Roll the ball to a student.</li> <li>4. When the student gets the ball, the class waves and says "Hi, _____," (e.g., "Hi, Matt.").</li> <li>5. The student with the ball says "Goodbye."</li> <li>6. Then the student rolls the ball to another student.</li> <li>7. The class says "Hello, _____," (e.g., "Hello, Liz.").</li> <li>8. Repeat the pattern until all of the students have a chance to say "Goodbye."</li> </ol>	<p>Review the phrases "Hello," "Hi," and "Goodbye."</p>


Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>13. <b>Big Picture: A a</b></p>	<p>5 mins</p>	<p>Unit 1 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: A a</i> from the Teacher Menu.</li> <li>2. Show the class capital A.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital A."</li> <li>5. Draw capital A in the air with your finger and have the class do it with you.</li> <li>6. Show the students small a.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small a."</li> <li>9. Draw small a in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does A make?"</li> <li>11. Have the class say the letter sound.</li> <li>12. Show the picture of the apple.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the class say "/a/, /a/, apple."</li> <li>15. Repeat steps 12-13 with the rest of the pictures (alligator, ant).</li> </ol>	<p>Review the letters capital A and small a.</p>
<p>14. <b>Dotty's Ditties</b></p>	<p>5 mins</p>	<p>Unit 1 - Letters tab</p> 	<p><b>Letter Pictures</b> (A, a)</p> <p><b>Lyrics</b> Here's how we make a capital A, A capital A, a capital A. Here's how we make a capital A. Let's all do it together.</p> <p>Here's how we make a small letter a, A small letter a, a small letter a. Here's how we make a small letter a. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital A and small a pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

<p><b>15. Letter Animals Project</b></p>	<p>13 mins</p>		<p>Letters A and a pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small alligator faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital A and small a and the cutout alligator faces.</li> <li>3. Help students glue the faces on the capital A and small a.</li> <li>4. Have the students color their projects.</li> </ol>	
<p><b>16. Goodbye</b></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	6 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Pretend to wake up by yawning and stretching. Wave and say "Good morning."</li> <li>Have the class repeat the phrase and do the action.</li> <li>Gesture toward an individual student and say "Good morning, ____," (e.g., "Good morning, Grace.").</li> <li>Prompt each student to say "Good morning."</li> </ol>	Learn the phrase "Good morning."
	7 mins			<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>Divide the class into two groups.</li> <li>Have group 1 stand, stretch, yawn, and say "Good morning."</li> <li>Have group 2 stand and do likewise.</li> <li>Have both groups stand, stretch, yawn, and say "Good morning, ____," (e.g., "Good morning, Miss Smith.").</li> <li>Have each student in group 1 pair up with a student in group 2.</li> <li>Have the students practice saying good morning to each other (e.g., "Good morning, Tom.").</li> </ol>	
	7 mins	Unit 2 - Song tab 		<b>Sing (You do)</b> <ol style="list-style-type: none"> <li>Play the song "Good Morning" from the Teacher Menu.</li> <li>Have the class sing along and dance to the music.</li> <li>Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	

4. <i>Flicker Show</i>	5 mins	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase “Good morning.”</li> <li>3. Repeat the video as time allows.</li> </ol>	
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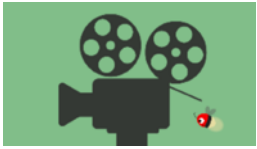



**Lesson 1: Block B (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives	
5. <i>Photoplay</i>	5 mins	Unit 2 - Vocabulary tab 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	Learn the words “mom,” “dad,” “dog,” and “bed.”	
6. <i>Big Picture (Vocabulary)</i>	5 mins	Unit 2 - Vocabulary tab 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>		
7. <i>Word Flurry</i>	5 mins	Unit 2 - Vocabulary tab 		<p><b>Find the Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says “Tap ___” (e.g., “Tap mom.”), ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> </ol>		




Break - 5 mins

Lesson 2: Block A (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Flicker Show</i>	5 mins	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "Good morning."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrase "Good morning."
9. <i>Speak Up 1</i>	5 mins	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 2 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Good Morning" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. Practice Vocabulary: <i>Slap the Word</i>	10 min		Vocabulary pictures (mom, dad, dog, bed)	<ol style="list-style-type: none"> <li>1. Show each vocabulary picture to the class.</li> <li>2. Have the class practice saying each word.</li> <li>3. Put the vocabulary pictures on the board in front of the class.</li> <li>4. Invite two students to come to the front of the room.</li> <li>5. Say one of the vocabulary words that is displayed.</li> <li>6. The first student to touch the picture of the vocabulary word wins.</li> <li>7. Encourage the class to repeat the word after it is found.</li> </ol>	Review the words "mom," "dad," "dog," and "bed."
13. <i>Search Party</i>	8 mins	Unit 2 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 2 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Good Morning" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	3 mins			<b>Review the Action (I do)</b> <ol style="list-style-type: none"> <li>1. Sit on a chair in front of the class.</li> <li>2. Say, "Stand up," and model standing up.</li> <li>3. Say, "Sit down," and model sitting down in the chair.</li> <li>4. Stand up. Say, "Stand up," and have the class say, "Stand up."</li> <li>5. Sit down. Say, "Sit down," and have students say, "Sit down."</li> </ol>	Review the actions "stand up" and "sit down."

	7 mins			<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>Sit in a chair in front of the class.</li> <li>Say, "Stand up."</li> <li>Model the action and have the class do the action.</li> <li>Say, "Sit down."</li> <li>Model the action and have the class do the action.</li> <li>Have the class say, "Stand up," and do the action.</li> <li>Have the class say, "Sit down," and do the action.</li> <li>Repeat steps 6-7, giving the command faster each time.</li> <li>Divide the class into 2 groups.</li> <li>Have group 1 say, "Stand up."</li> <li>Have group 2 do the action.</li> <li>Have group 1 say, "Sit down."</li> <li>Have group 2 do the action.</li> <li>Repeat steps 10-13, having group 2 say the actions and group 1 do the actions. Increase the speed each time.</li> </ol>	
5. Say a Chant	5 mins	Unit 2 - Actions tab 	<b>Lyrics</b> Stand up! Clap! Clap! Sit down! Clap! Clap! Stand up! Sit down! Clap, clap, clap!	<b>Say a Chant (You do)</b> <ol style="list-style-type: none"> <li>Play <i>Dotty's Ditties</i> from the Teacher Menu</li> <li>Say the chant slowly and model the actions.</li> <li>Have students say the chant slowly with you and do the actions.</li> <li>Practice the chant several times with you modeling and the class following.</li> <li>Have the class say the chant with you and do the actions without you modeling the actions.</li> <li>Increase the speed of the chant as the class does the actions.</li> </ol>	



## Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words	5 mins			<b>Introduce the Words (I do)</b> <ol style="list-style-type: none"> <li>Pretend to wake up by yawning and stretching. Wave and say "Good morning."</li> <li>Have the class repeat the phrase and do the action.</li> <li>Yawn again, this time pretending to fall asleep. Say "Good night."</li> <li>Again, pretend to wake up and say "Good morning."</li> <li>Have the class repeat the phrase and do the action.</li> <li>Pretend to fall asleep and say "Good night." Have the class repeat the phrase and action.</li> <li>Have the class say the phrases and do the actions 3-4 times.</li> </ol>	Learn the phrases "Good morning" and "Good night."

	7 mins			<p><b>Practice the Phrases (We do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have group 1 stand and say "Good morning."</li> <li>3. Have group 2 do the action and repeat "Good morning."</li> <li>4. Have group 1 say "Good night."</li> <li>5. Have group 2 do the action and repeat "Good night."</li> <li>6. Repeat steps 2-5 several times.</li> <li>7. Have the groups switch roles. Repeat the steps.</li> </ol>	
	8 mins	<p>Unit 2 - Resources tab</p> 		<p><b>Practice (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Morning and Night</i> from the Teacher Menu.</li> <li>2. Show the picture of the cat playing with the ball.</li> <li>3. Have the class say "Good morning."</li> <li>4. Show the picture of the cat sleeping.</li> <li>5. Have the class say "Good night."</li> <li>6. Show the remaining pictures and have the students decide whether to say "Good morning" or "Good night" (mom asleep, mom making breakfast, dad eating breakfast, dad going to bed, dog playing with ball, dog sleeping, boy sleeping, boy dancing).</li> </ol>	

Break - 5 mins


## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Letter Eggs: B</i>	5 mins	Unit 2 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: B</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "B, /b/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. Have the class repeat the sound "/b/" as they are tracing the letter.</li> <li>7. Have the class say "/b/, bus."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. Have the class repeat the sound "/b/" as they are tracing the letter.</li> <li>10. Have the class say "/b/, bear."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	Learn the letters capital B and small b.
8. <i>Letter Eggs: b</i>	5 mins	Unit 2 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: b</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "b, /b/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. Have the class repeat the sound "/b/" as they are tracing the letter.</li> <li>7. Have the class say "/b/, bus."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. Have the class repeat the sound "/b/" as they are tracing letter.</li> <li>10. Have the class say "/b/, bear."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	


9. Practice Letters and Sounds: Letter and Picture Formation	2 mins		<b>Letter pictures</b> (B, b, ball, bear)	<b>Play a Letter Game (Set up)</b> <ol style="list-style-type: none"> <li>1. Show the picture of capital B and say “capital B.”</li> <li>2. Have the class repeat “capital B.”</li> <li>3. Put the picture in a place where the class can see it.</li> <li>4. Repeat steps 1-2 with small b.</li> <li>5. Show the picture of the ball and say “/b/, /b/, ball.”</li> <li>6. Have the class repeat “/b/, /b/, ball.”</li> <li>7. Put the picture in a place where the class can see it.</li> <li>8. Repeat steps 4-7 with the bear picture.</li> </ol>
	3 mins		Play dough, chenille stems, yarn, or anything that can be used to form letters	<b>Model the Activity (I do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of capital B and say “capital B.”</li> <li>2. Make a capital B with play dough or chenille stems.</li> <li>3. Show the letter you made to the class.</li> <li>4. Have the class repeat “capital B.”</li> <li>5. Repeat steps 2-4 with small b.</li> <li>6. Point to the picture of the ball.</li> <li>7. Make a ball with play dough or chenille stems.</li> <li>8. Show the ball you made to the class.</li> <li>9. Say “/b/, /b/, ball.”</li> <li>10. Have the class repeat “/b/, /b/, ball.”</li> <li>11. Repeat steps 6-10 with the bear picture.</li> </ol>
	5 mins		Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make a letter	<b>Practice the Activity (We do)</b> <ol style="list-style-type: none"> <li>1. Give the students playdough or chenille stems.</li> <li>2. Point to the picture of capital B and say, “Make capital B.”</li> <li>3. Have the class use their playdough or chenille stems to make capital B.</li> <li>4. Walk around and look at the students’ letters.</li> <li>5. Provide feedback as needed.</li> <li>6. When most of the students have finished making the letter, have the class point to their letters and say, “This is capital B.”</li> <li>7. Repeat steps 2-6 for small b.</li> <li>8. Point to the picture of the ball and say, “Make a ball.”</li> <li>9. Have the class try to make a ball with their playdough or chenille stems.</li> <li>10. When most of the class is finished making the ball, have the students point to their balls and say “/b/, /b/, ball.”</li> <li>11. Repeat steps 8-10 with the picture of the bear.</li> </ol>

	5 mins			<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Randomly say “capital B,” “small b,” “ball,” or “bear.”</li> <li>2. Have the class use their play dough or chenille stems to make the letter or object you say.</li> <li>3. Walk around and look at what the students have made.</li> <li>4. Provide feedback as needed.</li> <li>5. When most the of students have finished making their letter or object, point to the picture.</li> <li>6. Have the students check what they made against the picture.</li> <li>7. Have the class point to what they made and say, “This is ____,” (e.g., “This is a ball.”).</li> <li>8. Repeat steps 1-7 until the class has had enough practice making the letters and objects.</li> </ol>	
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## Lesson 2: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>It's Time for School</i>	5 min	Unit 2 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>It's Time for School</i> from the Teacher Menu.</li> <li>2. On page 1, after the narrator finishes reading, have a student tap the bus.</li> <li>3. Have the class repeat “Bus.”</li> <li>4. Point out that the word bus highlights in the text when you tap the picture.</li> <li>5. After the narrator finishes reading page 2, have the class say “Good morning, Sam.”</li> <li>6. Have the class continue saying good morning to the kids in the book after the narrator finishes reading each page.</li> <li>7. On page 8, have the students say “Goodbye, dog,” after the narrator finishes reading.</li> <li>8. Show the book again.</li> <li>9. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>10. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>11. Continue steps 9-10 throughout the book.</li> </ol>	Share the book <i>It's Time for School</i> .





	8 mins	Unit 2 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>It's Time for School</i> from the Teacher Menu.</li> <li>2. After the narrator finishes reading each page, have the class repeat what they heard.</li> <li>3. Act out the story by first arranging the chairs like they are seats on a bus.</li> <li>4. Have the class line up to get on the bus.</li> <li>5. Sit in the driver's chair.</li> <li>6. When a student gets on the bus, everyone says "Good morning, ____," (e.g., "Good morning, Sam.").</li> <li>7. The student says "Good morning" and sits in a seat.</li> <li>8. Continue the pattern until all the students are on the bus.</li> </ol>	
11. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 2 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Good Morning" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: B b</i>	5 mins	Unit 2 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: B b</i> from the Teacher Menu.</li> <li>2. Show the students capital B.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital B."</li> <li>5. Draw capital B in the air with your finger and have the class do it with you.</li> <li>6. Show the class small b.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small b."</li> <li>9. Draw small b in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does B make?"</li> <li>11. Have the class say the letter sound "/b/."</li> <li>12. Show the picture of the bike.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the class say "/b/, /b,/ bike."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (ball, bear).</li> </ol>	Review the letters capital B and small b.

5. "ABC Song"	5 mins	Unit 2 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter B.</li> <li>4. Have the class say "B" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: B b	5 mins	Unit 2 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: B b from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/b/, bus," and "/b/, bear."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 2 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "mom," "dad," "dog," and "bed."
8. Match Maker	5 mins	Unit 2 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "Good morning."
10. <i>Speak Up 2</i>	5 mins	Unit 2 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	


Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: B</i>	5 mins	Unit 2 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: B</i> from the Teacher Menu.</li> <li>2. When capital B appears on the screen, ask, "What letters is this?"</li> <li>3. Have the class say "capital B."</li> <li>4. Have the class say the sound "/b/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital B, /b/").</li> <li>6. Choose a student to say "capital B, /b/."</li> <li>7. Have the class repeat "capital B, /b/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital B and small b.


<p>12. <i>Decorate the Letter: b</i></p>	<p>5 mins</p>	<p>Unit 2 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: b</i> from the Teacher Menu.</li> <li>2. When small b appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small b."</li> <li>4. Have the class say the sound "/b/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small b, /b/").</li> <li>6. Choose a student to say "small b, /b/."</li> <li>7. Have the class repeat "small b, /b/."</li> <li>8. Have the student who identified the letter name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 2 - Letters tab</p> 	<p><b>Letter Pictures</b> (B, b)</p> <p><b>Lyrics</b> Here's how we make a capital B, A capital B, a capital B. Here's how we make a capital B. Let's all do it together.</p> <p>Here's how we make a small letter b, A small letter b, a small letter b. Here's how we make a small letter b. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 2 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small b.</li> <li>4. Have the class say "b" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. Practice the Phrases: <i>Good Morning and Good Night</i>	8 mins		<p>Pictures of a sun and a moon</p> <p>Each picture mounted on a separate stick so the picture can be raised high enough for the class to see</p>	<ol style="list-style-type: none"> <li>1. Show the picture of the sun and ask, "What's this?" Review the word "sun."</li> <li>2. Show the picture of the moon and ask, "What's this?" Review the word "moon."</li> <li>3. Turn the sticks so that the class can't see the pictures. Turn the sticks over one at a time and have the class respond with "sun" or "moon" accordingly.</li> <li>4. Show the picture of the sun and say "Good morning." The class repeats.</li> <li>5. Show the picture of the moon and say "Good night." The class repeats.</li> <li>6. Turn the sticks so that the class can't see the pictures. Turn the sticks one at a time and have the class respond with the appropriate phrase.</li> <li>7. When the class says "Good morning," add the action of stretching as if waking up.</li> <li>8. When the class says "Good night," add the action of going to sleep.</li> <li>9. Repeat showing the different pictures and having the class say the corresponding phrases with actions.</li> <li>10. For more fun, speed up showing the pictures so students must quickly say and do the right action.</li> </ol>	Review the phrases "Good morning" and "Good night."
16. Show What You Learned: <i>Good Morning</i>	10 mins	Unit 2 - Song tab 	<p><i>Good Morning</i> project for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Play the song "Good Morning" from the Teacher Menu and have the class sing along and do the actions.</li> <li>2. Give each student a <i>Good Morning</i> project and crayons.</li> <li>3. Have the students color their project.</li> <li>4. Play the song "Good Morning" while the students work.</li> <li>5. Invite students to share their pictures with the class.</li> <li>6. Tell the students to take their pictures home and sing the "Good Morning" song to their parents.</li> </ol>	
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 2 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Good Morning" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.


4. <i>A Special Day</i>	10 mins	Unit 2 - Resources tab 	Picture or drawing of a train	<ol style="list-style-type: none"> <li>1. Say “walk,” and walk around the front of the room.</li> <li>2. Have the class stand and repeat “walk,” while walking in place.</li> <li>3. Show the picture of the train. Make a train noise, and then say “train,” while pretending to pull a train whistle.</li> <li>4. Have the class repeat the train noise then say “train,” while pretending to pull a train whistle.</li> <li>5. Repeat these steps a few times so students are familiar with the new words.</li> <li>6. Show the book <i>A Special Day</i> from the Teacher Menu.</li> <li>7. On page 1, have the class repeat “Good morning,” stand up, and do an action.</li> <li>8. On page 2, have the class repeat, “Sit down,” and sit in their chairs.</li> <li>9. On page 3, have the class say, “Walk” and stand up and walk in place.</li> <li>10. After each page is read, continue to have the class repeat what was said and do the actions in the story.</li> <li>11. Show the story once more.</li> <li>12. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>13. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>14. Continue steps 12-13 throughout the book.</li> </ol>	Share the book <i>A Special Day</i> .
5. Learn About Joy	2 mins			<ol style="list-style-type: none"> <li>1. Smile really big.</li> <li>2. Say, “I feel joy!”</li> <li>3. Laugh and say, “I feel joy!”</li> <li>4. Choose a student to come to the front.</li> <li>5. Have the student smile big and say, “I feel joy!”</li> <li>6. Choose a few more students to come to the front and say, “I feel joy!”</li> <li>7. Have the whole class stand up.</li> <li>8. Have the class laugh.</li> <li>9. Have the class smile big and say, “I feel joy!”</li> <li>10. Have them say, “I feel joy!” a couple more times, louder each time.</li> <li>11. Have the class jump up and down, smiling big, and shout, “I feel joy!”</li> </ol>	Learn the value responsibility.



<b>6. Wild Cards</b>	8 mins	Unit 2 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value responsibility.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask the students what they see on each card as it is flipped.</li> </ol> <p>For example:                      Card 1: "What is happening in this picture?" ("Mom tells the boy to feed the dog.")                      Card 2: "What is the boy doing?" ("He's riding his bike.") "Did he feed the dog?" ("No.")                      Card 3: "What is the boy doing?" ("He's thinking about the dog.")                      Card 4: "What does the boy do?" ("He feeds the dog.")</p> <ol style="list-style-type: none"> <li>6. Explain that when you do what your parents and teachers ask you to do, you are being responsible. Say "responsible."</li> <li>7. Have students repeat "responsible."</li> <li>8. Tell students that being responsible brings us joy. Have the class jump up and down, smiling big, and shout, "I feel joy!"</li> </ol>	
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### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. Review More Words</b>	3 mins			<ol style="list-style-type: none"> <li>1. Pretend to wake up by yawning and stretching. Say "Good morning."</li> <li>2. Have the class repeat the phrase and do the action.</li> <li>3. Yawn again, this time pretending to fall asleep. Say "Good night."</li> <li>4. Have the class repeat the phrase and action.</li> <li>5. Again, pretend to wake up and say "Good morning." Have the class repeat the phrase and action.</li> <li>6. Pretend to fall asleep and say "Good night." Have the class repeat the phrase and action.</li> <li>7. As a class, say the phrases and do the actions together 3-4 times.</li> </ol>	<p>Review the phrases "Good morning" and "Good night."</p> <p>Review the actions "stand up" and "sit down."</p>



8. Review an Action	5 mins			<ol style="list-style-type: none"> <li>1. Say, "Good morning! Stand up," and complete the action.</li> <li>2. Have the class repeat, "Good morning! Stand up," and do the action.</li> <li>3. Say, "Sit down. Good night," and complete the action, pretending to go to sleep.</li> <li>4. Have the class repeat, "Sit down. Good night," and do the actions, pretending to go to sleep in their chairs.</li> <li>5. Repeat the instructions faster and faster.</li> <li>6. Have the students repeat the instructions and do the actions each time.</li> </ol>	
9. Dotty's Ditties	7 mins	Unit 2 - Actions tab 	<b>Lyrics</b> Stand up! Clap! Clap! Sit down! Clap! Clap! Stand up! Sit down! Clap, clap, clap!	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Say the chant slowly and model the actions.</li> <li>3. Have the class say the chant slowly with you and do the actions.</li> <li>4. Practice the chant several times with you modeling and the class following.</li> <li>5. Have the class say the chant with you but do the actions without you modeling.</li> <li>6. Increase the speed of the chant as the students do the actions.</li> <li>7. Ask for a student volunteer to come to the front of the room and help lead the chant. Allow a few students to have a turn.</li> <li>8. Divide the class into two groups. Have the first group stand and say the chant while the second group performs the actions.</li> <li>9. Have the groups switch roles and repeat the steps.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. Practice Vocabulary: <i>Bean Bag Toss</i>	7 mins		Vocabulary pictures (mom, dad, dog, bed)	<ol style="list-style-type: none"> <li>1. Arrange vocabulary pictures face down on the floor so students can't see the pictures. Make sure the pictures are quite far apart.</li> <li>2. Invite a student to toss the beanbag onto a vocabulary picture. (Make it very easy for them.)</li> <li>3. If the student is successful, they turn the picture over and say the word. If they cannot remember the word, allow other students to help.</li> <li>4. If the student's toss does not land on a picture, allow the student another turn. If the student is still unsuccessful, let the student choose a picture.</li> <li>5. Remove the picture after each student's turn. Once all pictures are removed, shuffle the pictures and play again until all students have had a chance to toss the beanbag.</li> </ol>	Review the words "mom," "dad," "dog," and "bed."
11. Practice Saying Phrases: <i>Roll the Ball</i>	8 mins		Ball	<ol style="list-style-type: none"> <li>1. Review the phrase "Good morning."</li> <li>2. Arrange the students in a circle on the floor.</li> <li>3. Roll the ball to a student.</li> <li>4. When the student gets the ball, the class says "Good morning, _____," (e.g., "Good morning, Lily.&gt;").</li> <li>5. The student with the ball says "Good morning."</li> <li>6. Then the student rolls the ball to another student.</li> <li>7. The class says "Good morning, _____," (e.g., "Good morning, Billy.&gt;").</li> <li>8. Repeat the pattern until all of the students have a chance to say good morning.</li> </ol>	Review the phrase "Good morning."



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <b>Big Picture: B b</b>	5 mins	Unit 2 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: B b</i> from the Teacher Menu.</li> <li>2. Show the class capital B.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital B."</li> <li>5. Draw capital B in the air with your finger and have the class do it with you.</li> <li>6. Show the students small b.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small b."</li> <li>9. Draw small b in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does B make?"</li> <li>11. Have the class say the letter sound.</li> <li>12. Show the picture of the bike.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the class say "/b/, /b/, bike."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (ball, bear).</li> </ol>	Review the letters capital B and small b.
13. <b>Dotty's Ditties</b>	5 mins	Unit 2 - Letters tab 	<p><b>Letter pictures</b> (B, b)</p> <p><b>Lyrics</b> Here's how we make a capital B, A capital B, a capital B. Here's how we make a capital B. Let's all do it together.</p> <p>Here's how we make a small letter b, A small letter b, a small letter b. Here's how we make a small letter b. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital B and small b pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their fingers as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	


<b>14. Letter Animals Project</b>	13 mins		<p>Letters B and b pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small bear faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital B and small b and the cutout bear faces.</li> <li>3. Help students glue the faces on the capital B and small b.</li> <li>4. Have the students color their projects.</li> </ol>	
<b>15. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Point to yourself and say, "My name is ____," (e.g., "My name is Miss Smith.") several times.</li> <li>Have the class stand up and respond with their own name, saying, "My name is ____," (e.g., "My name is Matt.&gt;").</li> <li>Stand in front of one student and say, "Hello. My name is ____," (e.g., "Hello. My name is Miss Smith.&gt;").</li> <li>Have the student respond, "Hello.&gt;"</li> <li>Give the student a high five. Repeat with multiple students.</li> </ol>	Learn the phrase "My name is ____."
	3 mins			<b>Review (We do)</b> <ol style="list-style-type: none"> <li>Stand in front of the class and again say, "Hello. My name is ____," (e.g., "Hello. My name is Miss Smith.&gt;").</li> <li>Have students respond with their own name, saying, "Hello. My name is ____," (e.g., "Hello. My name is Liz.&gt;").</li> <li>Have students turn to a student near them. As a class, say, "Hello. My name is ____," (e.g., "Hello. My name is Ann.&gt;").</li> <li>Have students turn to another student near them. As a class, say, "Hello. My name is ____," (e.g., "Hello, my name is Sam.&gt;").</li> <li>Repeat steps 3-4 several times.</li> </ol>	

	7 mins			<p><b>Practice (You do)</b></p> <ol style="list-style-type: none"> <li>1. Arrange the class in a circle.</li> <li>2. Turn to the student next to you and say, "Hello. My name is _____," (e.g., "Hello, my name is Miss Smith.").</li> <li>3. Have the student respond, "Hello."</li> <li>4. The student turns to the next student and says, Hello. My name is _____," (e.g., "Hello, my name is Billy.").</li> <li>5. Have the student respond, "Hello."</li> <li>6. Continue the pattern so every student has a turn to say, "Hello. My name is _____."</li> </ol>	
	5 mins	<p>Unit 3 - Song tab</p> 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song "My Name" from the Teacher Menu.</li> <li>2. Have the class practice high-fiving each other.</li> <li>3. Play the song again and have the class sing along.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "My name is _____."</li> <li>3. Repeat the video as time allows.</li> </ol>	


**Lesson 1: Block B (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	<p>Unit 3 - Vocabulary tab</p> 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	<p>Learn the words "backpack," "shirt," "pants," and "hair."</p>




<p>6. <b>Big Picture (Vocabulary)</b></p>	<p>5 mins</p>	<p>Unit 3 - Vocabulary tab</p> 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
<p>7. <b>Word Flurry</b></p>	<p>5 mins</p>	<p>Unit 3 - Vocabulary tab</p> 		<p><b>Find the Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," (e.g., "Tap shirt.") ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

Lesson 2: Block A (20 mins)

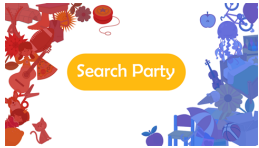
Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <b>Flicker Show</b></p>	<p>5 mins</p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "My name is ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	<p>Review the phrase "My name is ____."</p>



<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>10. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 3 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>11. <b>Sing a Song</b></p>	<p>5 mins</p>	<p>Unit 3 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song “My Name” from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


**Lesson 2: Block B (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>12. <b>Practice Vocabulary:</b> <i>Pass the Picture</i></p>	<p>10 min</p>		<p><b>Vocabulary pictures</b> (backpack, shirt, pants, hair)</p> <p>Teacher's choice of music</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary words. Show each vocabulary picture to the students and have them practice saying the word.</li> <li>2. Play music and have the students pass a picture down the row as fast as they can.</li> <li>3. Stop the music at any point.</li> <li>4. When the music stops, the student holding the picture comes to the front and says the word.</li> <li>5. The class repeats the word.</li> <li>6. Repeat the steps until all the pictures have been used or do it again to give every student a chance to say a vocabulary word.</li> </ol>	<p>Review the words “backpack,” “shirt,” “pants,” and “hair.”</p>

13. <i>Search Party</i>	8 mins	Unit 3 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.




## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins	Unit 3 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Name" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	3 mins		Objects that can be opened and closed (e.g., book, box, backpack, door)	<b>Teach the Action (I do)</b> <ol style="list-style-type: none"> <li>1. Model opening a book and say, "Open."</li> <li>2. Have the class repeat the command while making an opening action with their hands.</li> <li>3. Model closing the book and say, "Close."</li> <li>4. Have the class repeat the command while making a closing action with their hands.</li> <li>5. Repeat steps 1-4 multiple times.</li> <li>6. Repeat these steps with the remaining objects.</li> </ol>	Learn the actions "open" and "close."
	7 mins		Objects that can be opened and closed (e.g., book, box, backpack, door)	<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Ask a student, "Open the book."</li> <li>2. Have the class repeat, "Open the book."</li> <li>3. Have the student come to the front of the class and open the book.</li> <li>4. Ask another student, "Close the book."</li> <li>5. Have the class repeat, "Close the book."</li> <li>6. Have the student come to the front of the class and close the book.</li> <li>7. Repeat with the box, backpack, and door until each student has had a turn.</li> </ol>	

5. Practice an Action	7 mins		Objects that can be opened and closed (e.g., book, box, backpack, door)	<b>Use the Action (You do)</b> <ol style="list-style-type: none"> <li>1. Give a different student a command (e.g., “Close the door.”).</li> <li>2. Have the class repeat the command.</li> <li>3. The student closes the door.</li> <li>4. Have the student then choose another student. The student gives the new student a new command (e.g., “Open the backpack.”).</li> <li>5. Have the class repeat the phrase, modeling the action themselves as the new student performs the action.</li> <li>6. Repeat until every student has had a turn to give a command.</li> </ol>	
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## Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words	5 mins		Classroom objects (e.g., books, pencil, apple, ruler)	<b>Introduce the Words (I do)</b> <ol style="list-style-type: none"> <li>1. Hold up two books and point to each. Say, “Book, book. They are the same.”</li> <li>2. Have the class repeat “same.”</li> <li>3. Hold up a book and a pencil. Point to each while you say, “Book, pencil. They are different.”</li> <li>4. Have the class repeat “different.”</li> <li>5. Repeat steps 1-4 with new examples, such as a yellow shirt and yellow backpack or two apples.</li> </ol>	
	7 mins	Unit 3 - Resources tab 		<b>Practice the Phrases (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Same and Different</i> from the Teacher Menu.</li> <li>2. Show the picture with three red apples and one green apple.</li> <li>3. Encourage the class to tell you the name of the objects in the picture.</li> <li>4. Ask the class if they can find the object that is different (the green apple).</li> <li>5. Say, “Yes, this apple is different.”</li> <li>6. Have the class repeat the sentence.</li> <li>7. Point to the pictures that are the same and say “same.”</li> <li>8. Have the class say same.”</li> <li>9. Say, “The apples are the same.”</li> <li>10. Have the class repeat the sentence.</li> <li>11. Continue this pattern with all of the pictures (apples, dogs, shirts, crayons, beds).</li> </ol>	Learn the words “same” and “different.”

	8 mins		<b>Vocabulary pictures</b> (backpack, shirt, pants, hair), one for each student	<b>Use the Phrases (You do)</b> <ol style="list-style-type: none"> <li>1. Have the class form a circle.</li> <li>2. Give each student a picture and tell them not to show it to anyone.</li> <li>3. Have all of the students show their pictures toward the inside of the circle at the same time.</li> <li>4. Tell students to find the person or people who have the same picture.</li> <li>5. Once all the pictures are matched, have each group come up and say, "The ___ are the same," (e.g., "The pants are the same.").</li> <li>6. Repeat as time allows.</li> </ol>	
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Break - 5 mins



## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Letter Eggs: C</i>	5 mins	Unit 3 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: C</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "C, /c/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. Have the class repeat the sound "/c/" as they are tracing the letter.</li> <li>7. Have the class say "/c/, cake."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. Have the class repeat the sound "/c/" as they are tracing the letter.</li> <li>10. Have the class say "/c/, cat."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	Learn the letters capital C and small c. Practice small letters, capital letters, and letter sounds.

<b>8. Letter Eggs: c</b>	5 mins	Unit 3 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: c</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. Have the class say “c, /c/.”</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. Have the class repeat the sound “/c/” as they are tracing the letter.</li> <li>7. Have the class say “/c/, cake.”</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. Have the class repeat the sound “/c/” as they are tracing the letter.</li> <li>10. Have the class say “/c/, cat.”</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	
<b>9. Practice Letters and Sounds: Alphabet Hunt</b>	2 mins		<b>Letter pictures</b> (C, c, cake, cat)	<b>Play a Letter Game (Set up)</b> <ol style="list-style-type: none"> <li>1. Show the picture of capital C and say “capital C.”</li> <li>2. Have the class repeat “capital C.”</li> <li>3. Put the picture in a place where the class can see it.</li> <li>4. Repeat steps 1-2 with small c.</li> <li>5. Show the picture of the cake and say “/c/, /c/, cake.”</li> <li>6. Have the class repeat “/c/, /c/, cake.”</li> <li>7. Put the picture on the board.</li> <li>8. Repeat steps 4-5 with the cat picture.</li> </ol>	
	3 mins		<b>Letter pictures</b> (C, c)	<b>Review the Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of capital C.</li> <li>2. Say, “It’s capital C.”</li> <li>3. Then ask the class, “What’s this?”</li> <li>4. Have the class repeat, “It’s capital C.”</li> <li>5. Point to the picture of small c.</li> <li>6. Say, “It’s small c.”</li> <li>7. Then ask the class, “What’s this?”</li> <li>8. Have the class repeat, “It’s small c.”</li> <li>9. Repeat several times until the students are comfortable identifying the capital and small letters.</li> </ol>	

	5 mins		<p><b>Letter pictures</b> (A, a, B, b, C, c)</p>	<p><b>Model the Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Put the previously learned letter cards in a place where students can see and pick them up.</li> <li>2. Review the letter names with the class.</li> <li>3. Say a letter and grab the corresponding letter picture. Hold it up for the class to see.</li> <li>4. Choose two students to come to the front.</li> <li>5. Say a letter and have the students race to grab the corresponding letter picture.</li> <li>6. Have the student who grabs the card hold it up for the class to see.</li> <li>7. Ask, "What letter is this?"</li> <li>8. Have the class say, "It's ____," (e.g., "It's capital B.").</li> <li>9. If the student grabbed the correct letter, have both students sit back down.</li> <li>10. If the student grabbed the wrong letter, have both students try again.</li> <li>11. Repeat steps 4-10 with several sets of students until the class understands the game.</li> </ol>	
	5 mins		<p><b>Letter pictures</b> (A, a, B, b, C, c)</p>	<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Have each group form a line.</li> <li>3. Call out one of the letters.</li> <li>4. Have the first student in each line race to find the corresponding letter card.</li> <li>5. The first student to find the letter and hold it up earns a point for their team.</li> <li>6. Have the class say, "It's ____," (e.g., "It's capital B.").</li> <li>7. Put the letter back on the board in a new spot.</li> <li>8. Repeat steps 3-7 until all the students have a chance to race to find a letter.</li> <li>9. The team with the most points wins.</li> </ol>	



## Lesson 2: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Soccer Shirts</i>	5 mins	Unit 3 - Book tab 		<b>Pre-teach Vocabulary</b> 1. Show the book <i>Soccer Shirts</i> from the Teacher Menu. 2. Point to the kids playing soccer, pretend to kick a ball, and say “soccer.” 3. Have the class stand, pretend to kick a ball, and say “soccer.” 4. Point to the ball in the picture. Ask, “What is this?” 5. Say “ball.” Have the class repeat “ball.” 6. Demonstrate different types of balls. Pretend to hold, throw, bounce, and kick a ball. Say “ball” with each motion. 7. Have the class repeat “ball” and mimic each motion. 8. Review the words 3-4 more times until the class is familiar with the vocabulary.	Share the book <i>Soccer Shirts</i> .
	8 mins	Unit 3 - Book tab 		<b>Read a Book</b> 1. Show the book <i>Soccer Shirts</i> again. 2. After the narrator reads each page, have the class repeat what was said. 3. Show the book again. 4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted. 5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word. 6. Continue steps 4-5 throughout the book. 7. On pages 6 and 7, point out that the girls have the same name. Have the class repeat, “Same.”	
11. <b>Goodbye</b>	2 mins			1. Wrap up the class. 2. Say “Goodbye” and wave to the class. 3. Have the students wave and say “Goodbye.”	Wrap up.









## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 3 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Name" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture:</i> C c	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: C c</i> from the Teacher Menu.</li> <li>2. Show the class capital C.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital C."</li> <li>5. Draw capital C in the air with your finger and have the class do it with you.</li> <li>6. Show the class small c.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small c."</li> <li>9. Draw small c in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does C make?"</li> <li>11. Have the class say the letter sound "/c/."</li> <li>12. Show the picture of the cat.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the class say "/c/, /c/, cat."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (cake, candy).</li> </ol>	Review the letters capital C and small c.

5. "ABC Song"	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter C.</li> <li>4. Have the class say "C" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: C c	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: C c from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. The students say "/c/, cake" and "/c/, cat."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 3 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the class if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "backpack," "shirt," "pants," and "hair."
8. Match Maker	5 mins	Unit 3 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "My name is ____."
10. <i>Speak Up 2</i>	5 mins	Unit 3 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: C</i>	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: C</i> from the Teacher Menu.</li> <li>2. When capital C appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "capital C."</li> <li>4. Have the class say the sound "/c/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital C, /c/").</li> <li>6. Choose a student to say "capital C, /c/."</li> <li>7. Have the class repeat "capital C, /c/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital C and small c.



<b>12. Decorate the Letter: c</b>	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: c</i> from the Teacher Menu.</li> <li>2. When small c appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small c."</li> <li>4. Have the class say the sound "/c/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small c, /c/").</li> <li>6. Choose a student to say "small c, /c/."</li> <li>7. Have the class repeat "small c, /c/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<b>13. Dotty's Ditties</b>	5 mins	Unit 3 - Letters tab 	<p><b>Letter pictures</b> (C, c)</p> <p><b>Lyrics</b> Here's how we make a capital C, A capital C, a capital C. Here's how we make a capital C. Let's all do it together.</p> <p>Here's how we make a small letter c, small letter c, a small letter c. Here's how we make a small letter c. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<b>14. "abc Song"</b>	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small c.</li> <li>4. Have the class say "c" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	

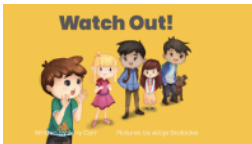

## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. Show What You Learned: My Name	18 min		<p>My Name project for each student</p> <p>Completed drawing of yourself to model for students</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Play the song "My Name" from the Teacher Menu and have the class sing along and do the actions.</li> <li>2. Give a My Name project to each student.</li> <li>3. Review the vocabulary words that appear on the drawing ("pants," "shirt," "hair").</li> <li>4. Show the class your completed example. Ask them if they know who is in the picture. Point out features that might identify you.</li> <li>5. Tell the class they will complete a drawing of themselves.</li> <li>6. As students work, print the students' names on the front of their pictures.</li> <li>7. When the projects are finished, collect the students' pictures and mix them up. Place them face down on a table or in a container.</li> <li>8. Choose a student to select a picture.</li> <li>9. Have the student show the picture to the class.</li> <li>10. Have the students guess who it is.</li> <li>11. Once the class guesses the correct student, the student jumps up and claims the picture. The student says, "My name is____," (e.g., "My name is Dan.").</li> <li>12. Have students clap when a picture and its owner are matched.</li> <li>13. Tell students to take their pictures home and share them with their families.</li> </ol>	<p>Review the phrase "My name is ____."</p>
16. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	4 mins	Unit 3 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Name" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Watch Out!	8 mins	Unit 3 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Watch out!</i> from the Teacher Menu.</li> <li>2. After the narrator finishes reading the first page, point to the dog and ask, "What's this?"</li> <li>3. Have the class answer. Tap the dog on the screen.</li> <li>4. Have the class repeat "dog."</li> <li>5. Continue reading the story.</li> <li>6. After the narrator reads each page, have the class repeat what was said.</li> <li>7. Show the book again.</li> <li>8. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>9. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>10. Continue steps 8-9 throughout the book.</li> </ol>	Share the book <i>Watch Out!</i>

<b>5. Learn About Positivity</b>	8 mins	Unit 3 - Resources tab 	<ol style="list-style-type: none"> <li>1. Show the book <i>Watch Out!</i> again.</li> <li>2. If the story says, "Watch out!" have students stand and loudly say, "Watch out!"</li> <li>3. Stop on the last page where the students are laughing even though they are muddy.</li> <li>4. Use language the students understand to discuss how the students are showing positivity.</li> <li>5. Ask students how they would feel if they were one of the children. Say that it is hard to be positive sometimes when bad things happen.</li> <li>6. Talk about the end of the story when the children got dirty. How did the children choose to be positive? (They decided to laugh and think it was funny.)</li> <li>7. Discuss how the students can also choose to be positive instead of sad.</li> <li>8. Tell the class that being positive helps us be happy.</li> <li>9. As a class, cheer, "Be positive!" three times.</li> </ol>	
<b>6. Wild Cards</b>	5 mins	Unit 3 - Value tab 	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value positivity.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.                       For example:                      Card 1: "What is happening in this picture?" ("The boy kicked his ball into the street.")                      Card 2: "What happened to the ball?" ("The truck smashed it.")                      Card 3: "How does the boy feel?" ("The boy is sad.")                      Card 4: "What does the boy do?" ("He plays a new game with the smashed ball.") "How does the boy feel now?" ("He's happy.")</li> <li>6. Explain that when you decide to be happy instead of sad, you are being positive. It is important to be positive even if bad things happen. Say, "positive."</li> <li>7. As a class, cheer, "Be positive!" three times.</li> <li>8. Tell students that being positive brings us joy. Have the class jump up and down, smiling big, and shout, "I feel joy!"</li> </ol>	Learn the value positivity.

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. Review More Words</b>	3 mins			<ol style="list-style-type: none"> <li>1. Choose two students to come to the front of the classroom.</li> <li>2. Point out something about the students that is the same (e.g., "Girl, girl. They are the same.").</li> <li>3. Have the class say "same."</li> <li>4. Point out something about the students that is different (e.g., "Red shirt, blue shirt. They are different.").</li> <li>5. Have the class say "Different."</li> <li>6. Choose two new students to come to the front of the classroom.</li> <li>7. Point out something about the two students and have the class shout out "same" or "different."</li> <li>8. Repeat steps 6-7 several more times with new students.</li> </ol>	Review the words "same" and "different."
<b>8. Review an Action</b>	5 mins			<ol style="list-style-type: none"> <li>1. Arrange the students in a circle.</li> <li>2. Hold a book in your hands.</li> <li>3. Say, "Open the book," and open the book.</li> <li>4. Have the class repeat, "Open the book."</li> <li>5. Pass the open book to the student next to you.</li> <li>6. Have the student say, "Close the book."</li> <li>7. Have the student close the book.</li> <li>8. Have the class repeat, "Close the book."</li> <li>9. Continue the pattern, passing the open or closed book around the circle and saying the phrases until each student has had a turn.</li> </ol>	Review the actions "open" and "close."
<b>9. Practice an Action</b>	7 mins		Objects that can be opened and closed (e.g., backpack, box with a lid, book, bag, door)	<ol style="list-style-type: none"> <li>1. Review the different objects with the class.</li> <li>2. Have the class say the different objects with you until the class knows each one.</li> <li>3. Divide the class into 2-4 groups.</li> <li>4. Have each group form a line.</li> <li>5. Shout out a command (e.g., "Open the door.").</li> <li>6. The first student in each line races to do the command.</li> <li>7. The student that does the command first gets a point for their team.</li> <li>8. Have the class repeat the command.</li> <li>9. Repeat steps 6-9, alternating between opening and closing different objects until every student has had several chances to open and close an object.</li> </ol>	Review the actions "open" and "close."





Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. Practice Vocabulary: <i>Find a Picture</i>	7 mins		<b>Vocabulary pictures</b> (backpack, shirt, pants, hair), one for each student	<ol style="list-style-type: none"> <li>Hide the pictures around the classroom.</li> <li>Tell the students to find one picture.</li> <li>Once they have found a picture, they return to their seats and keep the picture.</li> <li>When all the pictures are found, have each student show their picture to the class and say the word.</li> <li>The class repeats the word.</li> <li>Continue the same pattern for all of the words.</li> </ol>	Review the words "backpack," "shirt," "pants," and "hair."
11. Practice Saying Phrases: <i>Roll the Ball</i>	8 mins		Ball	<ol style="list-style-type: none"> <li>Review the phrase "My name is ____," (e.g., "My name is Chris.").</li> <li>Arrange the students in a circle on the floor.</li> <li>Roll the ball to one student.</li> <li>When the student gets the ball, they say, "My name is ____," (e.g., "My name is Holly.").</li> <li>The class responds, "Hello, ____," (e.g., "Hello, Holly.").</li> <li>Then the student rolls the ball to another student.</li> <li>Repeat the pattern until all of the students have a chance to say their names.</li> </ol>	Review the phrase "My name is ____."

## Lesson 2: Block B (25 mins)


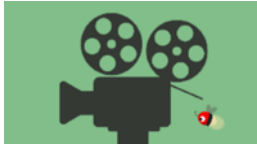
Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <b>Big Picture: C c</b>	5 mins	Unit 3 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: C c</i> from the Teacher Menu.</li> <li>2. Show the class capital C.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital C."</li> <li>5. Draw capital C in the air with your finger and have the class do it with you.</li> <li>6. Show the students small c.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small c."</li> <li>9. Draw small c in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does C make?"</li> <li>11. Have the class say the letter sound.</li> <li>12. Show the picture of the cake.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/c/, /c/, cake."</li> <li>15. Repeat steps 12-14 with the rest of the pictures.</li> </ol>	Review the letters capital C and small c.
13. <b>Dotty's Ditties</b>	5 mins	Unit 3 - Letters tab 	<p><b>Letter pictures</b> (C, c)</p> <p><b>Lyrics</b> Here's how we make a capital C, A capital C, a capital C. Here's how we make a capital C. Let's all do it together.</p> <p>Here's how we make a small letter c, A small letter c, a small letter c. Here's how we make a small letter c. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital C and small c pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

<b>14. Letter Animals Project</b>	13 mins		<p>Letters C and c pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small cat faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital C and small c and the cutout cat faces.</li> <li>3. Help students glue the faces on the capital C and small c.</li> <li>4. Have the students color their projects.</li> </ol>	
<b>15. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins		Get a book and other familiar classroom objects.	<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Holding a book, say, "I have a book."</li> <li>Have the class repeat, "I have a book."</li> <li>Hold another object, such as a pencil. Say, "I have a pencil."</li> <li>Have the class repeat, "I have a pencil."</li> <li>Repeat these steps with 2-3 additional classroom objects.</li> </ol>	Learn the phrase "I have ____."
	5 mins		Get a book and other familiar classroom objects.	<b>Review (We do)</b> <ol style="list-style-type: none"> <li>Holding the book, walk over to a student, and say, "I have a book."</li> <li>Have the class repeat, "I have a book."</li> <li>Hand the book to the student and prompt them to say the phrase, "I have a book."</li> <li>Pick up another classroom object, such as the pencil. Say, "I have a pencil."</li> <li>Have the class repeat, "I have a pencil."</li> <li>Hand the pencil to the student and prompt them to say the phrase, "I have a pencil."</li> <li>Continue the pattern for multiple objects.</li> </ol>	

	7 mins		Get a book and other familiar classroom objects.	<p><b>Practice (You do)</b></p> <ol style="list-style-type: none"> <li>1. Arrange students in a circle.</li> <li>2. Hold a book in your hands and say, "I have a book."</li> <li>3. Have the class repeat, "I have a book."</li> <li>4. Pass the book to the next student and have them say, "I have a book."</li> <li>5. Prompt the student to pass the book to the next student.</li> <li>6. The next student says the phrase, "I have a book."</li> <li>7. Continue around the circle until each student has had a chance to say, "I have a book."</li> <li>8. Repeat the pattern with a different classroom object.</li> </ol>	
	5 mins	<p>Unit 4 - Song tab</p> 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Play the song again, encouraging the class to sing along.</li> <li>3. Repeat the song until the class is comfortable with the lyrics.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	<p>Unit 4 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "I have ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	


**Lesson 1: Block B (15 mins)**




Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	<p>Unit 4 - Vocabulary tab</p> 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	<p>Learn the words "book," "paper," "crayons," and "apple."</p>

<p>6. <b>Big Picture (Vocabulary)</b></p>	<p>5 mins</p>	<p>Unit 4 - Vocabulary tab</p> 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
<p>7. <b>Word Flurry</b></p>	<p>5 mins</p>	<p>Unit 4 - Vocabulary tab</p> 		<p><b>Find the Words: (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins


Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <b>Flicker Show</b></p>	<p>5 mins</p>	<p>Unit 4 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "I have ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	<p>Review the phrase "I have ____."</p>

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 4 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>10. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 4 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>11. <b>Sing a Song</b></p>	<p>5 mins</p>	<p>Unit 4 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song “Yes, I Do” from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

**Lesson 2: Block B (20 mins)**


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>12. <b>Practice Vocabulary:</b> <i>Slap the Word</i></p>	<p>10 min</p>		<p><b>Vocabulary pictures</b> (book, paper, crayons, apple)</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary words. Show each vocabulary picture to the class and have the students practice saying the word.</li> <li>2. Put the vocabulary pictures in a place where the class can see them.</li> <li>3. Invite two students to come to the front of the room.</li> <li>4. Say one of the vocabulary words that is displayed.</li> <li>5. The first student to touch the picture of the vocabulary word wins.</li> <li>6. Encourage the class to repeat the word after it is found.</li> <li>7. Repeat steps 3-6 until every student has a chance to slap a word.</li> <li>8. Repeat the activity, dividing the class into teams. Have students race to earn points for their team.</li> </ol>	<p>Review the words “book,” “paper,” “crayons,” and “apple.”</p>

<p><b>13. Search Party</b></p>	<p>8 mins</p>	<p>Unit 4 - Vocabulary tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p><b>14. Goodbye</b></p>	<p>2 mins</p>		<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	<p>Wrap up.</p>





## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 4 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins			<p><b>Teach the Action (I do)</b></p> <ol style="list-style-type: none"> <li>1. Point to your eyes and open them wide. Say "open."</li> <li>2. Have the class copy the action and repeat "Open."</li> <li>3. Point to your eyes, close them, and say "close."</li> <li>4. Have the class copy the action and repeat "close."</li> <li>5. Open and close your eyes a little faster this time, saying "open...close."</li> <li>6. Have the class repeat the words and perform the action.</li> <li>7. Repeat 3-4 times.</li> <li>8. Show the class your hands. Close your hands into fists and say "close."</li> <li>9. Have the class close their hands into fists and say "close."</li> <li>10. Open your hands and say "open."</li> <li>11. Have the class open their hands and say "open."</li> <li>12. Open and close your hands a little faster this time, saying "close...open."</li> <li>13. Have the class repeat the words and perform the action.</li> <li>14. Repeat 3-4 times.</li> </ol>	Learn the actions "open" and "close."

	5 mins			<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Gesture toward a student, open your hand, and say, "Open your hand."</li> <li>2. Have the class repeat, "Open your hand." The student opens their hand.</li> <li>3. Gesture toward another student, point to your eyes, and say, "Close your eyes."</li> <li>4. The class repeats, "Close your eyes." The student closes their eyes.</li> <li>5. Repeat until each student has a chance to obey a command.</li> </ol>	
<b>5. Practice an Action</b>	5 mins			<p><b>Use the Action (You do)</b></p> <ol style="list-style-type: none"> <li>1. Arrange students in a circle.</li> <li>2. Turn to the student next to you. Say, "Open your hand."</li> <li>3. The class repeats, "Open your hand."</li> <li>4. The student opens their hand.</li> <li>5. Have the student turn to the student next to them and say, "Open your hand."</li> <li>6. The student opens their hand, then turns to the student next to them.</li> <li>7. Continue the pattern until each student has a turn to say the phrase.</li> <li>8. Repeat the activity with the phrases "close your hand," "open your eyes," and "close your eyes."</li> <li>9. Challenge the students to go faster and faster around the circle with each phrase.</li> </ol>	



## Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words	3 mins		Vocabulary pictures (teacher's choice for review), two copies of each picture	<b>Introduce the Words (I do)</b> <ol style="list-style-type: none"> <li>1. Hold up two copies of the same vocabulary picture.</li> <li>2. Point to each and say, "Same. They are the same."</li> <li>3. Have the class repeat, "Same. They are the same."</li> <li>4. Hold up two different vocabulary pictures.</li> <li>5. Point to each picture and say, "Different. They are different."</li> <li>6. Have the class repeat, "Different. They are different."</li> <li>7. Arrange the pictures in two piles and shuffle each pile.</li> <li>8. Pull one picture from each pile and do not look at them.</li> <li>9. Place the pictures on your forehead.</li> <li>10. Have the class yell out "same!" or "different!"</li> <li>11. Once the class responds, look at the cards and confirm the correct answer.</li> <li>12. Repeat the steps once more to ensure the class understands the activity.</li> </ol>	Learn the words "same" and "different."
	7 mins		Vocabulary pictures (teacher's choice for review), two copies of each picture	<b>Practice the Words (We do)</b> <ol style="list-style-type: none"> <li>1. Arrange the vocabulary pictures in two piles.</li> <li>2. Invite two students to come to the front of the room.</li> <li>3. Have each student pick a picture from a different pile.</li> <li>4. Tell the student not to look at the picture.</li> <li>5. Have the two students face the class and put the pictures on their foreheads at the same time.</li> <li>6. If the pictures are the same, the class yells out "same."</li> <li>7. If the pictures are different, the class yells out "different."</li> <li>8. The students return to their seats.</li> <li>9. Allow every student the chance to participate.</li> </ol>	

	10 mins		<p><b>Vocabulary pictures</b> (book, paper, crayons, apple), enough for each student to have one</p> <p>Music the students like</p>	<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Give each student a vocabulary picture.</li> <li>2. Play the music and have the class dance.</li> <li>3. Randomly stop the music and shout out “same.”</li> <li>4. Have the students quickly find a partner who has the same picture as they do.</li> <li>5. Have each pair of students hold up their pictures and say “same.”</li> <li>6. Start the music again and have the students dance.</li> <li>7. Randomly stop the music, but this time shout out “different.”</li> <li>8. Have the students quickly find a partner who has a different picture.</li> <li>9. Have each pair of students hold up their pictures and say “different.”</li> <li>10. Continue the activity, alternating between “same” and “different.”</li> <li>11. If the students are really comfortable saying “same” and “different,” have the class find a random partner and decide if their pictures are the same or different. Have the pairs shout out the corresponding word and the name of the vocabulary picture.</li> </ol>	
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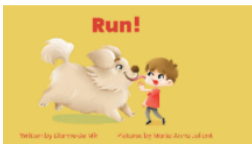
Break - 5 mins

## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Letter Eggs: D</i>	5 mins	Unit 4 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: D</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. Have the student who breaks the egg open catch and drag the letter to the center.</li> <li>4. Have the class say "D, /d/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/d/" as they are tracing the letter.</li> <li>7. The class says "/d/, duck."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. Have the class repeat the sound "/d/" as they are tracing the letter.</li> <li>10. Have the class say "/d/, dog."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	Learn the letters capital D and small d.
8. <i>Letter Eggs: d</i>	5 mins	Unit 4 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: d</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "d, /d/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/d/" as they are tracing the letter.</li> <li>7. The class says "/d/, duck."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound "/d/" as they are tracing the letter.</li> <li>10. The class says "/d/, dog."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	



9. Practice Letters and Sounds: Ball Toss	2 mins		<b>Letter pictures</b> (D, d, duck, dog)	<b>Play a Letter Game (Set up)</b> 1. Show the picture of capital D and say “capital D.” 2. Have the class repeat “capital D.” 3. Put the picture on the board in front of the class. 4. Repeat steps 1-2 with small d. 5. Show the picture of the duck and say “/d/, /d/, duck.” 6. Have the class repeat “/d/, /d/, duck.” 7. Put the picture on the board. 8. Repeat steps 4-5 with the dog picture.
	3 mins		A large beach ball or other soft ball  Capital D, small d, duck picture, and dog picture drawn or taped on the ball	<b>Model the Game (I do)</b> 1. Show the class the ball. 2. Point to the capital D on the ball. 3. Say “capital D.” 4. Have the class repeat “capital D.” 5. Repeat steps 2-4 with small d. 6. Point to the picture of a duck. 7. Say “/d/, /d/, duck.” 8. Have the class repeat “/d/, /d/, duck.” 9. Repeat steps 6-8 with the dog picture.
	5 mins			<b>Model the Game (We do)</b> 1. Choose a student to come to the front. 2. Toss the ball to the student. 3. When the student catches the ball, have them find the letter or picture closest to their right hand. 4. Have the student say the letter or picture. 5. Have the class repeat the letter or word the student said. 6. Repeat steps 2-5 several more times with different students.
	5 mins			<b>Play the Game (You do)</b> 1. Have the class stand in a circle. 2. Have the students toss the ball to each other around the circle. 3. The student who catches the ball finds the letter or picture closest to their right hand. 4. The student says the letter or picture. 5. Have the class repeat the letter or word the student said. 6. Repeat steps 2-5 until all students have had a chance to catch the ball and say a letter or picture.

## Lesson 2: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Run!</i>	5 mins	Unit 4 - Book tab 		<p><b>Pre-teach Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Say, "Run!" and run in place.</li> <li>2. Have the class stand, repeat, and run in place.</li> <li>3. Say, "Run slow," and run in place slowly.</li> <li>4. Have the class repeat the phrase and action.</li> <li>5. Say, "Run fast," and run in place quickly.</li> <li>6. Have the class repeat the phrase and action.</li> <li>7. Tell the class, "Run fast" or "Run slow," increasing the speed of instruction each time.</li> <li>8. Show the book <i>Run!</i> from the Teacher Menu.</li> <li>9. Turn to the first page and point to the kite. Say "kite" and pretend to fly a kite.</li> <li>10. Have the class repeat "kite" and pretend to fly a kite.</li> <li>11. Say, "Run with the kite!" as you pretend to run and fly a kite.</li> <li>12. Have the class repeat the phrase and do the action.</li> </ol>	Share the book <i>Run!</i>
	8 mins	Unit 4 - Book tab 		<p><b>Read a Book</b></p> <ol style="list-style-type: none"> <li>1. Show the book <i>Run!</i> again.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. As the book is read, ask the class to identify the paper, crayons, kite, and door.</li> <li>5. Invite a student to tap the corresponding illustration to confirm the answer.</li> <li>6. Show the book again.</li> <li>7. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>8. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>9. Continue steps 7-8 throughout the book.</li> </ol>	
11. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 4 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: D d</i>	5 mins	Unit 4 - Letters tab 		<ol style="list-style-type: none"> <li>4. Play <i>Big Picture: D d</i> from the Teacher Menu.</li> <li>5. Show the class capital D.</li> <li>6. Ask, "What's this?"</li> <li>7. Have the class say "capital D."</li> <li>8. Draw capital D in the air with your finger and have the class do it with you.</li> <li>9. Show the class small d.</li> <li>10. Ask, "What's this?"</li> <li>11. Have the class say "small d."</li> <li>12. Draw small d in the air with your finger and have the class do it with you.</li> <li>13. Ask, "What sound does D make?"</li> <li>14. Have the class say the letter sound "/d/."</li> <li>15. Show the picture of the dog.</li> <li>16. Ask, "What's this?"</li> <li>17. Have the class say "/d/, /d/, dog."</li> <li>18. Repeat steps 12-14 with the rest of the pictures (dad, duck).</li> </ol>	Review the letters capital D and small d.



5. "ABC Song"	5 mins	Unit 4 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter D.</li> <li>4. Have the class say "D" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: D d	5 mins	Unit 4 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: D d from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/d/, duck" and "/d/, dog."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 4 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the class if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "book," "paper," "crayons," and "apple."
8. Match Maker	5 mins	Unit 4 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 4 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "I have ____."

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: D</i>	5 mins	Unit 4 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: D</i> from the Teacher Menu.</li> <li>2. When capital D appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "capital D."</li> <li>4. Have the class say the sound "/d/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital D, /d/").</li> <li>6. Choose a student to say "capital D, /d/."</li> <li>7. Have the class repeat "capital D, /d/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital D and small d.



<p>12. <i>Decorate the Letter: d</i></p>	<p>5 mins</p>	<p>Unit 4 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: d</i> from the Teacher Menu.</li> <li>2. When small d appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small d."</li> <li>4. Have the class say the sound "/d/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small d, /d/").</li> <li>6. Choose a student to say "small d, /d/."</li> <li>7. Have the class repeat "small d, /d/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 4 - Letters tab</p> 	<p><b>Letter pictures</b> (D, d)</p> <p><b>Lyrics</b> Here's how we make a capital D, A capital D, a capital D. Here's how we make a capital D. Let's all do it together.</p> <p>Here's how we make a small letter d, A small letter d, a small letter d. Here's how we make a small letter d. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 4 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small d.</li> <li>4. Have the class say "d" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	



## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Review Vocabulary Words:</b> <i>Musical Pictures</i>	8 mins		Pictures of paper, crayons, apple, backpack, cat, bike, and dog  Music	<ol style="list-style-type: none"> <li>1. Review the vocabulary words using the pictures.</li> <li>2. Arrange the students in a circle.</li> <li>3. Put one of the pictures face down in front of a student.</li> <li>4. Start the music.</li> <li>5. Have the students pass the picture facedown around the circle.</li> <li>6. When the music stops, the student with the card shows the picture to the class and says, "I have a ____."</li> <li>7. Have the class repeat the phrase.</li> <li>8. Continue the game until all the words have been reviewed.</li> </ol>	Review the phrase "I have ____."
<b>16. Show What You Learned:</b> <i>I Have</i>	10 mins		<p><i>I Have</i> project for each student</p> <p>Precut dotted lines near the hands on each project</p> <p>Precut strip of items on each project</p>	<ol style="list-style-type: none"> <li>1. Give each student the <i>I Have</i> project.</li> <li>2. Have the students color the figures to look like themselves (hair, clothing, etc.).</li> <li>3. Give the students the cutout strips and have the students color the items on the strip.</li> <li>4. Show the class how to insert the strip in the slits. Help as necessary.</li> <li>5. Have the students practice pulling the strip through the figure and saying, "I have a ____."</li> <li>6. Tell the students to share their projects with their parents using the new phrase, "I have a ____."</li> </ol>	
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	4 mins	Unit 4 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Pre-Reading Activity: Magic Show	8 mins	Unit 4 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Magic Show</i> from the Teacher Menu.</li> <li>2. Show the cover of the book and say "magic."</li> <li>3. Hold a ruler or pencil and twirl it around as if it were a magic wand.</li> <li>4. Say "magic."</li> <li>5. Have the students repeat "magic," making a similar motion with pencils or their hands.</li> <li>6. Say "rabbit" and hop like a rabbit.</li> <li>7. Have the class repeat the word and action.</li> <li>8. Say "magic!" and swirl your magic wand over your head. Then say "rabbit!" and hop like a rabbit.</li> <li>9. Say "magic!" and swirl your magic wand at the class. Then say "rabbit!"</li> <li>10. Have the class repeat "rabbit" and jump around like rabbits.</li> <li>11. Say "magic!" and swirl your magic wand at the class. Then say "dog!"</li> <li>12. Have the class repeat "dog" and pretend to be dogs.</li> <li>13. Repeat steps 4-8 with multiple animals, such as "cat," "duck," and "bird."</li> <li>14. End the activity by turning the class into rabbits one more time.</li> </ol>	Share the book <i>Magic Show</i> .

5. <i>Magic Show</i>	8 mins	Unit 4 – Books tab 	<ol style="list-style-type: none"> <li>1. Show the book <i>Magic Show</i> again.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-6 throughout the book.</li> </ol>	
6. <i>Wild Cards</i>	5 mins	Unit 4 - Value tab 	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value honesty.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.  For example: Card 1: "What is happening in this picture?" ("The boy rips a page in the book.") Card 2: "How does he feel?" ("He feels sad. He is sorry.") Card 3: "What does he do?" ("He tells the teacher.") Card 4: "What are they doing?" ("They are fixing the page.")</li> <li>6. Explain that when you choose to tell the truth instead of lying or hiding the truth, you are being honest. It is important to be honest, so people trust you and want to be your friend. Say "honest."</li> <li>7. As a class, cheer, "Be honest!" three times.</li> <li>8. Tell students that being honest brings us joy. Have the class jump up and down, smiling big, and shout, "I feel joy!"</li> </ol>	Learn the value honesty.

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Review More Words	3 mins		Vocabulary pictures (book, paper, crayons, apple), two of each	<ol style="list-style-type: none"> <li>1. Hold up two vocabulary pictures.</li> <li>2. If the pictures are the same, have the students shout "same."</li> <li>3. If the pictures are different, have the students shout "different."</li> <li>4. Repeat steps 1-3 until the class is confident saying both "same" and "different."</li> </ol>	Review the words "same" and "different."
8. Review an Action	5 mins			<ol style="list-style-type: none"> <li>1. Say "Open" and open your hand wide for the class to see.</li> <li>2. Have the class repeat "Open" and open their hands.</li> <li>3. Say "Close" and close your hand into a fist.</li> <li>4. Have the class repeat "Close" and close their hands into fists.</li> <li>5. Say the commands faster and faster, having the students repeat each time.</li> <li>6. Repeat the steps using the phrases, "Open your hand" and "Close your hand."</li> </ol>	
9. Practice an Action	7 mins			<ol style="list-style-type: none"> <li>1. Arrange the class in a circle.</li> <li>2. Hold a pencil in your hands.</li> <li>3. Turn to the student next to you and say, "Open your hand."</li> <li>4. When the student opens their hand, put the pencil in the student's open hand.</li> <li>5. Say, "Close your hand."</li> <li>6. The student closes their hand.</li> <li>7. The student with the pencil turns to the next student in the circle and says, "Open your hand."</li> <li>8. The student opens their hand and the first student puts the pencil in the student's open hand. Then the first student says, "Close your hand."</li> <li>9. The student closes their hand.</li> <li>10. Continue the pattern, passing the pencil around the circle. Allow each student to have a turn.</li> </ol>	Review the actions "open" and "close."



Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. Practice Vocabulary: <i>What's Missing?</i>	7 mins		<b>Vocabulary pictures</b> (book, paper, crayons, apple)	<ol style="list-style-type: none"> <li>1. Show the students a vocabulary picture.</li> <li>2. Ask, "What's this?"</li> <li>3. Choose a student to answer.</li> <li>4. When the student says the word correctly, ask the class to repeat the word.</li> <li>5. Put the vocabulary picture in a place where the class can see it.</li> <li>6. Repeat this for each word.</li> <li>7. Tell the class to close their eyes while you remove one picture.</li> <li>8. Tell the class to open their eyes. Ask if the students know which vocabulary picture is missing.</li> <li>9. When a student guesses the correct word, show the vocabulary picture and encourage the students to say the word aloud.</li> <li>10. Put the vocabulary picture back.</li> <li>11. Tell the students to close their eyes while you remove another picture.</li> <li>12. Repeat these steps several times.</li> </ol>	Review the words "book," "paper," "crayons," and "apple."
11. Practice Saying the phrase: <i>Musical Chairs</i>	8 mins		<b>Vocabulary pictures</b> (book, paper, crayons, apple), one for each student  Students' chairs in a circle facing out with a vocabulary picture on each  Music the students like	<ol style="list-style-type: none"> <li>1. Play music while the students walk in a circle around the chairs.</li> <li>2. When the music stops, students grab the vocabulary picture that's on the chair in front of them.</li> <li>3. Have the students face each other and hold up their pictures.</li> <li>4. Have each student say, "I have a ____."</li> <li>5. After all the students say the phrase, put the pictures back on the chairs.</li> <li>6. Repeat as desired.</li> </ol>	Review the phrase "I have ____."



## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <b>Big Picture: D d</b>	5 mins	Unit 4 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: D d</i> from the Teacher Menu.</li> <li>2. Show the class capital D.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital D."</li> <li>5. Draw capital D in the air with your finger and have the class do it with you.</li> <li>6. Show the students small d.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small d."</li> <li>9. Draw small d in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does D make?"</li> <li>11. Have the class say the letter sound.</li> <li>12. Show the picture of the dog.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/d/, /d/, dog."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (dad, duck).</li> </ol>	Review the letters capital D and small d.
13. <b>Dotty's Ditties</b>	5 mins	Unit 4 - Letters tab 	<p><b>Letter pictures</b> (D, d)</p> <p><b>Lyrics</b> Here's how we make a capital D, A capital D, a capital D. Here's how we make a capital D. Let's all do it together.</p> <p>Here's how we make a small letter, A small letter d, a small letter d. Here's how we make a small letter d. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital D and small d pictures so the class can see them.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

<b>14. Letter Animals Project</b>	13 mins		<p>Letters D and d pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small duck faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital D and small d and the cutout duck faces.</li> <li>3. Help students glue the faces on the capital D and small d.</li> <li>4. Have the students color their projects.</li> </ol>	
<b>15. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins		A puppet or animal toy	<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Hold the puppet or animal and ask it, "What's your name?"</li> <li>Have the class repeat, "What's your name?"</li> <li>Be the voice of the puppet or animal and respond, "My name is ____."</li> <li>Have the class repeat, "My name is ____."</li> <li>Repeat the steps, this time having the puppet ask you your name.</li> </ol>	Learn the phrase "What's your name?"
	5 mins		A puppet or animal toy	<b>Review (We do)</b> <ol style="list-style-type: none"> <li>Holding the puppet or animal, walk over to a student and ask, "What's your name?"</li> <li>Have the class repeat, "What's your name?"</li> <li>Prompt the student to respond, "My name is ____."</li> <li>Repeat with 4-5 students, having the class repeat the target phrase each time.</li> </ol>	Review the phrase "My name is ____."

	7 mins		A puppet or animal toy	<p><b>Practice (You do)</b></p> <ol style="list-style-type: none"> <li>1. Arrange students in a circle.</li> <li>2. Holding the puppet or animal, turn to the student next to you and ask, "What's your name?"</li> <li>3. Have the class repeat, "What's your name?"</li> <li>4. Prompt the student to say their name, "My name is ____."</li> <li>5. Hand the student the puppet or animal.</li> <li>6. Holding the puppet or animal, have the student turn to the next student and ask, "What's your name?"</li> <li>7. Have the class repeat, "What's your name?" Prompt the student to respond.</li> <li>8. Continue around the circle until each student has had a chance to ask the question.</li> </ol>	
	5 mins	Unit 5 - Song tab 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song "What's Your Name?" from the Teacher Menu.</li> <li>2. Play the song again and encourage the class to sing along.</li> <li>3. Repeat the song until the class is comfortable with the lyrics.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "What's your name?"</li> <li>3. Repeat the video as time allows.</li> </ol>	


**Lesson 1: Block B (15 mins)**




Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 5 - Vocabulary tab 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	Learn the words "red," "blue," "chair," and "teacher."

<p>6. <b>Big Picture (Vocabulary)</b></p>	<p>5 mins</p>	<p>Unit 5 - Vocabulary tab</p> 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
<p>7. <b>Word Flurry</b></p>	<p>5 mins</p>	<p>Unit 5 - Vocabulary tab</p> 		<p><b>Find the Words: (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

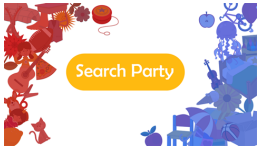
Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <b>Flicker Show</b></p>	<p>5 mins</p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "What's your name?"</li> <li>3. Repeat the video as time allows.</li> </ol>	<p>Review the phrase "What's your name?"</p>

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>10. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 5 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>11. <b>Sing a Song</b></p>	<p>5 mins</p>	<p>Unit 5 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "What's Your Name?" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	



## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>12. <b>Practice Vocabulary: Reveal the Word</b></p>	<p>10 min</p>		<p><b>Vocabulary pictures</b> (teacher, red, blue, chair)</p> <p>Paper to cover the pictures</p>	<ol style="list-style-type: none"> <li>1. Cover one of the pictures with the piece of paper and hold it up.</li> <li>2. Slowly move the cover sheet to reveal part of the picture.</li> <li>3. Have the students raise their hands when they know what the picture is.</li> <li>4. If students are able to say the word correctly, remove the paper so the entire picture can be seen.</li> <li>5. Have the class say the word aloud.</li> <li>6. If the students aren't able to identify the picture, continue to slowly reveal the rest of the picture until one of the students is able to identify it.</li> <li>7. Prompt the whole class to repeat the correct word.</li> </ol>	<p>Review the words "red," "blue," "chair," and "teacher."</p>

13. <i>Search Party</i>	8 mins	Unit 5 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.



## Lesson 1: Block A (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 5 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's Your Name?" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	3 mins			<b>Teach the Action (I do)</b> <ol style="list-style-type: none"> <li>1. Raise your hand and say the phrase, "Raise your hand."</li> <li>2. Say the phrase again, "Raise your hand."</li> <li>3. Students repeat the phrase and raise their hands.</li> <li>4. Repeat until the students understand the action.</li> </ol>	
5. Dotty's Ditties	5 mins	Unit 5 - Actions tab 	<b>Chant Lyrics</b> Stand up! Raise your hand! Sit down! Raise your hand! Raise your hand! Clap, clap, clap! Raise your hand!	<b>Say a Chant (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Say the chant slowly and model the actions.</li> <li>3. Have the class say the chant slowly with you and do the actions.</li> <li>4. Practice the chant several times with you modeling and the class following.</li> <li>5. Have the class say the chant with you but do the actions without you modeling.</li> <li>6. Increase the speed of the chant as the students do the actions.</li> </ol>	Learn the action "Raise your hand."  Review actions.



6. Practice an Action	7 mins			<p><b>Use the Actions (You do)</b></p> <ol style="list-style-type: none"> <li>1. Review the actions the students have learned (“stand up,” “sit down,” “open,” “close,” “raise your hand”).</li> <li>2. Say one of the actions and choose a student to model it.</li> <li>3. Repeat this for each of the actions.</li> <li>4. Choose a student to come to the front of the class.</li> <li>5. Whisper an action to the student (“stand up,” “sit down,” “open,” “close,” “raise your hand”).</li> <li>6. The student does the action without talking.</li> <li>7. The class tries to guess which action the student is doing.</li> <li>8. Continue this pattern until all the students get a chance to model one of the actions.</li> </ol>	
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## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Learn More Words	5 mins			<p><b>Introduce the Words (I do)</b></p> <ol style="list-style-type: none"> <li>1. Hold your arms up as big and wide as possible. Say “big.”</li> <li>2. Have the class do the action and repeat “big.”</li> <li>3. Hold up your hands close together and say “small.”</li> <li>4. Have the class do the action and repeat “small.”</li> <li>5. Repeat 5-6 times, saying the words faster each time.</li> </ol>	
	10 mins			<p><b>Practice the Phrases (We do)</b></p> <ol style="list-style-type: none"> <li>1. Have the class stand up.</li> <li>2. Say “big.”</li> <li>3. Have the class repeat “big” and make the action.</li> <li>4. Say “small.”</li> <li>5. Have the class repeat “small” and make the action.</li> <li>6. Randomly call out the words “big” and “small.”</li> <li>7. Have the class do the action as quickly as they can.</li> <li>8. If the students do the wrong action, have them sit down. Encourage them to continue doing the actions while they are sitting.</li> <li>9. Repeat the activity, going faster and faster until only one student is standing. That student is the winner.</li> <li>10. Repeat the activity again, letting the winner say “big” or “small.”</li> </ol>	Learn the words “big” and “small.”

<b>8. Dotty's Ditties</b>	5 mins	Unit 5 – Resources tab 	Pictures of a bear, spider, buffalo, and snail.  <b>Lyrics</b> A bear is big. A spider is small. A buffalo's big. A snail is small. I am big. I am small. Now be big and small just like me.	<ol style="list-style-type: none"> <li>1. Show the class the animal pictures and teach the class the animal names.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and do the actions for "big" and "small."</li> <li>4. Sing the song several times until the class is comfortable with the lyrics.</li> </ol>	
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Break - 5 mins


## Lesson 2: Block A (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>9. Letter Eggs: E</b>	5 mins	Unit 5 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: E</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. Have the class say "E, /e/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. Have the class repeat the sound "/e/" as they are tracing the letter.</li> <li>7. Have the class say "/e/, egg."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. Have the class repeat the sound "/e/" as they are tracing the letter.</li> <li>10. Have the class say "/e/, elephant."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	Learn the letters capital E and small e.

<p><b>10. Letter Eggs:</b> e</p>	<p>5 mins</p>	<p>Unit 5 - Letters tab</p> 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs</i>: e from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. Have the class say "e, /e/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/e/" as they are tracing the letter.</li> <li>7. Have the class say "/e/, egg."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. Have the class repeat the sound "/e/" as they are tracing the letter.</li> <li>10. Have the class say "/e/, elephant."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	
<p><b>11. Practice Letters and Sounds: Race to Match</b></p>	<p>2 mins</p>		<p><b>Letter pictures</b> (E, e, egg, elephant)</p>	<p><b>Play a Letter Game (Set up)</b></p> <ol style="list-style-type: none"> <li>1. Show the picture of capital E and say "capital E."</li> <li>2. Have the class repeat "capital E."</li> <li>3. Put the picture on the board in front of the class.</li> <li>4. Repeat steps 1-2 with small e.</li> <li>5. Show the picture of the egg and say "/e/, /e/, egg."</li> <li>6. Have the class repeat "/e/, /e/, egg."</li> <li>7. Put the picture on the board.</li> <li>8. Repeat steps 4-5 with the elephant picture.</li> </ol>	
	<p>3 mins</p>		<p><b>Letter pictures</b> (E, e, egg, elephant, A, a, apple, alligator, B, b, bear, ball, C, c, cat, cake, D, d, dog, duck)</p>	<p><b>Model the Game (I do)</b></p> <ol style="list-style-type: none"> <li>1. Review the letter and sound pictures for the previously learned letters with the class.</li> <li>2. Put the capital letter pictures in a place where the class can see them.</li> <li>3. Point to each of the capital letters and have the class say the letter names (e.g., "capital A").</li> <li>4. Mix up the remaining letter and sound pictures and put them in a pile.</li> <li>5. Hold up the first picture in the pile so the class can see it.</li> <li>6. Say, "What's this?"</li> <li>7. Have the students respond (e.g., "small a" or "/a/, /a/, apple").</li> <li>8. Tap the matching capital letter (e.g., capital A).</li> <li>9. Place the picture at the bottom of the pile and repeat with a few more letter pictures.</li> </ol>	

5 mins		<b>Letter pictures</b> (E, e, egg, elephant, A, a, apple, alligator, B, b, bear, ball, C, c, cat, cake, D, d, dog, duck)	<b>Model the Game (We do)</b> 1. Choose two students to come to the front. 2. Hold up the first picture in the pile so the students can see it. 3. Have the students race to tap the matching capital letter. 4. Have the class say what is on the letter picture (e.g., “small a” or “/a/, /a/, apple”). 5. Place the picture you are holding at the bottom of the pile and repeat steps 1-4 several times with new students.
5 mins		<b>Letter pictures</b> (E, e, egg, elephant, A, a, apple, alligator, B, b, bear, ball, C, c, cat, cake, D, d, dog, duck)	<b>Play the Game (You do)</b> 1. Divide the class into 3-4 groups. 2. Have each group line up. 3. Hold up the picture on top of the pile so the students can see it. 4. Have the first student in each line race to touch the matching capital letter. 5. Have the class say what is on the picture (e.g., “small a” or “/a/, /a/, apple”). 6. The student who taps the picture first earns a point for their team. 7. Repeat steps 3-6 until all pictures in the pile have been shown or until every student has had a turn to tap a letter. 8. The team with the most points wins.



## Lesson 2: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <i>Where’s Trish the Fish?</i>	5 mins	Unit 5 - Book tab 		<b>Pre-teach Vocabulary</b> 1. Show the book <i>Where’s Trish the Fish?</i> from the Teacher Menu. 2. As the book is read, ask students to identify the cat, snake, bear, bee, and fish. 3. Have students tap the corresponding illustrations to confirm the answers. 4. Have the class repeat the animal name after the narrator. 5. Have the class repeat the animal name again, this time with a motion and animal sound (e.g., Students bring their hands up like claws and say “Claire the Bear. Grrr!”). 6. Repeat these steps with each animal the rabbit meets.	Share the book <i>Where’s Trish the Fish?</i>

	8 mins	Unit 5 - Book tab  <small>Written by Torajo Tigg    Pictures by Brett Cookson</small>		<b>Read a Book</b> <ol style="list-style-type: none"> <li>1. Divide the students into two groups.</li> <li>2. Show the book again.</li> <li>3. Have group 1 repeat, "What's your name?" after the narrator.</li> <li>4. Have group 2 repeat the phrase and animal noise and action (e.g., "I'm Clair the Bear. Grrr!").</li> <li>5. Repeat the pattern throughout the story.</li> <li>6. Have the groups switch roles. Show the book again.</li> </ol>	
<b>13. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 5 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's Your Name?" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Big Picture: E e	5 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: E e</i> from the Teacher Menu.</li> <li>2. Show the class capital E.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital E."</li> <li>5. Draw capital E in the air with your finger and have the class do it with you.</li> <li>6. Show the class small e.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small e."</li> <li>9. Draw small e in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does E make?"</li> <li>11. Have the class say the letter sound "/e/."</li> <li>12. Show the picture of the egg.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the class say "/e/, /e/, egg."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (elephant).</li> </ol>	Review the letters capital E and small e.

5. "ABC Song"	5 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter E.</li> <li>4. Have the class say "E" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: E e	5 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Write and Say: E e</i> from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/e/, egg," and "/e/, elephant."</li> </ol>	


## Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Bright Spot</i>	5 mins	Unit 5 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Bright Spot</i> from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "red," "blue," "chair," and "teacher."
8. <i>Match Maker</i>	5 mins	Unit 5 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	




9. <i>Speak Up 1</i>	5 mins	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "What's your name?"
10. <i>Speak Up 2</i>	5 mins	Unit 5 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins


## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: E</i>	5 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: E</i> from the Teacher Menu.</li> <li>2. When capital E appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "capital E."</li> <li>4. Have the class say the sound "/e/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital E, /e/").</li> <li>6. Choose a student to say "capital E, /e/."</li> <li>7. Have the class repeat "capital E, /e/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital E and small e.


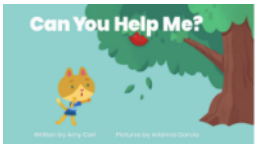
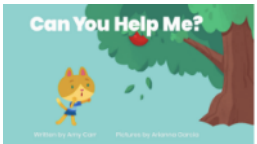



12. <i>Decorate the Letter: e</i>	5 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: e</i> from the Teacher Menu.</li> <li>2. When small e appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small e."</li> <li>4. Have the class say the sound "/e/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small e, /e/").</li> <li>6. Choose a student to say "small e, /e/."</li> <li>7. Have the class repeat "small e, /e/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
13. <i>Dotty's Ditties</i>	5 mins	Unit 5 - Letters tab 	<p><b>Letter pictures</b> (E, e)</p> <p><b>Lyrics</b> Here's how we make a capital E. A capital E, a capital E. Here's how we make a capital E. Let's all do it together.</p> <p>Here's how we make a small letter e. A small letter e, a small letter e. Here's how we make a small letter e. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
14. "abc Song"	5 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small e.</li> <li>4. Have the class say "e" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	

## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. Practice More Words: <i>Dotty's Ditties</i>	8 mins	Unit 5 - Resources tab 	Pictures of a buffalo, snail, horse, bird, frog, small fish, and tiger  <b>Lyrics</b> A bear is big. A spider is small. A buffalo is big. A snail is small. I am big. I am small. Now be big and small just like me!	<ol style="list-style-type: none"> <li>Show the class a picture of a buffalo and have the class say "buffalo" several times.</li> <li>Show the class a picture of a snail and have the class say "snail" several times.</li> <li>Play <i>Dotty's Ditties</i> from the Teacher Menu. Sing along and do the big and small actions.</li> <li>Play the song again and encourage the students to sing and motion along.</li> <li>Show the class pictures of a horse, small fish, bird, frog, and tiger and have them repeat the words several times.</li> <li>Show the picture of the horse, motion small, and ask, "Is the horse small?"</li> <li>Prompt the students to shake their heads and say "No."</li> <li>Ask, "Is the horse big?"</li> <li>Prompt students to nod their heads and say "Yes."</li> <li>Repeat steps 5-8 with the rest of the animal pictures.</li> </ol>	Review the words "big" and "small."
16. Show What You Learned: <i>Big and Small</i>	10 mins		<p><i>Big and Small</i> project for each student</p> <p>Precut the big and small animals for each student.</p> <p>Crayons and glue</p>	<ol style="list-style-type: none"> <li>Give each student the <i>Big and Small</i> project and a set of precut big and small animals.</li> <li>Point to the elephant and ask, "What's this?"</li> <li>After students respond, ask, "Is the elephant small?" Wait for students to respond.</li> <li>Ask, "Is the elephant big?" Allow students to respond.</li> <li>Repeat with the ant.</li> <li>Have the students color their projects and glue the animals in the correct column.</li> <li>When the students are finished, choose a student who has correctly sorted the animals to show their picture. Point to the animals and ask, "Is it big? Is it small?"</li> <li>Tell students to take their projects home and talk about big and small animals with their families.</li> </ol>	
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>Wrap up the class.</li> <li>Say "Goodbye" and wave to the class.</li> <li>Have the students wave and say "Goodbye."</li> </ol>	Wrap up.


**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 5 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's Your Name?" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Pre-Reading Activity: <i>Can You Help Me?</i>	8 mins	Unit 5 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Can You Help Me?</i> from the Teacher Menu.</li> <li>2. As the book is read, ask the class to identify the cat, frog, dog, elephant, and giraffe.</li> <li>3. Choose a student to tap the corresponding illustration to confirm the answer.</li> <li>4. Have the class repeat the animal name after the narrator.</li> <li>5. Have the class repeat the animal name again, this time with a motion and animal sound (e.g., Students bring their arms up like an elephant trunk, say "elephant" and make a trumpeting noise.).</li> <li>6. Repeat with each animal in the story.</li> </ol>	Share the book <i>Can You Help Me?</i>
5. <i>Can You Help Me?</i>	7 mins	Unit 5 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Can You Help Me?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with an illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	

<p>6. <i>Wild Cards</i></p>	<p>5 mins</p>	<p>Unit 5 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value gratitude.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:            Card 1: "Are the kids in the pool happy?" ("Yes.") Point to the boy on the bench. "How does this boy feel?" ("He is sad.")            Card 2: "What is the boy with the swim ring doing?" ("He is giving the swim ring to the sad boy.")            Card 3: "What's the sad boy doing now?" ("He is jumping into the pool.") "Is he sad?" ("No.")            Card 4: "What does the boy with the swim ring do?" ("He gives the nice boy a popsicle.") "How do the boys feel?" ("They feel happy. They feel joy!")</p> <ol style="list-style-type: none"> <li>6. Explain that when someone helps you and you say thank you or do something nice for them, you are grateful. When you are grateful, you feel joy!</li> <li>7. As a class, cheer, "Be grateful!" three times.</li> <li>8. Tell students that being grateful brings us joy. Have the class jump up and down, smiling big, and shout, "I feel joy!"</li> </ol>	<p>Learn the value gratitude.</p>
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## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Dotty's Ditties</i>	5 mins	Unit 5 - Resources tab 	Pictures of a bear, spider, buffalo, and snail.  <b>Lyrics</b> A bear is big. A spider is small. A buffalo is big. A snail is small. I am big. I am small. Now be big and small just like me!	<ol style="list-style-type: none"> <li>1. Review the words “big” and “small” as well as the animals from the song.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and do the actions for big and small.</li> <li>4. Sing the song several times until the class is comfortable with the lyrics.</li> </ol>	<p>Review the words “big” and “small.”</p> <p>Review the action “raise your hand.”</p>
8. Review More Words and Actions	5 mins		Pictures of animals, a big version and a small version (cat, dog, alligator, bear, duck, elephant)	<ol style="list-style-type: none"> <li>1. Review the animals with the class.</li> <li>2. Hold up the big version of one of the animals.</li> <li>3. Ask the class, “Is the ___ big or small? Raise your hand.”</li> <li>4. Look for raised hands and call on a student to answer the question.</li> <li>5. Have the students raise their hands and repeat the answer, “The ___ is big.”</li> <li>6. Repeat the steps with the small version of the same animal.</li> <li>7. Repeat steps 2-6, alternating between showing the big and small versions of the animal first.</li> </ol>	
9. Review Actions	5 mins			<ol style="list-style-type: none"> <li>1. Review the actions “stand up,” “sit down,” “open,” “close,” “raise your hand,” etc. that the students have learned.</li> <li>2. Say one of the actions and choose a student to model it.</li> <li>3. Repeat this for each of the actions.</li> <li>4. Choose a student to come to the front of the class.</li> <li>5. Whisper an action to the student.</li> <li>6. The student does the action and the class guesses which action the student is doing.</li> <li>7. Continue this pattern until all the students get a chance to model one of the actions.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. Practice Vocabulary: <i>Musical Chairs</i>	7 mins		<p><b>Vocabulary pictures</b> (teacher, red, blue, chair), one for each student</p> <p>Students' chairs in a circle facing out with a vocabulary picture on each</p> <p>Music of teacher's choice</p>	<ol style="list-style-type: none"> <li>1. Play music while the students walk in a circle around the chairs.</li> <li>2. When the music stops, students grab the vocabulary picture that's on the chair in front of them.</li> <li>3. Have the students face each other and hold up their pictures</li> <li>4. Have each student say their vocabulary word.</li> <li>5. After all the students say their words, put the pictures back on the chairs.</li> <li>6. Play the music again.</li> <li>7. Continue the activity until the students are comfortable with the words.</li> </ol>	Review the words "red," "blue," "chair," and "teacher."
11. Practice Saying the phrase: <i>Roll the Ball</i>	8 mins		Ball	<ol style="list-style-type: none"> <li>1. Review the phrase "What's your name?"</li> <li>2. Arrange the students in a circle on the floor.</li> <li>3. Roll the ball to one student.</li> <li>4. The rest of the class asks the student, "What's your name?"</li> <li>5. The student says, "I'm ____."</li> <li>6. The student rolls the ball to another student.</li> <li>7. Repeat the pattern until all of the students have a chance to say their names.</li> </ol>	Review the phrase "What's your name?"

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <b>Big Picture: E e</b>	5 mins	Unit 5 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: E e</i> from the Teacher Menu.</li> <li>2. Show the students capital E.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital E."</li> <li>5. Draw capital E in the air with your finger and have the students do it with you.</li> <li>6. Show the students small e.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small e."</li> <li>9. Draw small e in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does E make?"</li> <li>11. Students say the letter sound.</li> <li>12. Show the picture of the egg.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say, "/e/, /e/, egg."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (elephant).</li> </ol>	Review the letters capital E and small e.
13. <b>Dotty's Ditties</b>	5 mins	Unit 5 - Letters tab 	<p><b>Letter pictures</b> (E, e)</p> <p><b>Lyrics</b> Here's how we make a capital E, A capital E, a capital E. Here's how we make a capital E. Let's all do it together.</p> <p>Here's how we make a small letter e, A small letter e, a small letter e. Here's how we make a small letter e. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital E and small e pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	


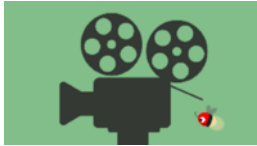
<b>14. Letter Animals Project</b>	13 mins		<p>Letters E and e pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small elephant faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital E and small e and the cutout elephant faces.</li> <li>3. Help students glue the faces on the capital E and small e.</li> <li>4. Have the students color their projects.</li> </ol>	
<b>15. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.








## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins	Unit 6 - Song tab 		<b>Teach the Words (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Song)</i> from the Teacher Menu.</li> <li>2. Show the picture of the star.</li> <li>3. Say, "It's a star."</li> <li>4. Have the class repeat "star."</li> <li>5. Choose a student to come to the front and tap the star.</li> <li>6. Have the class repeat "star" again.</li> <li>7. Repeat steps 2-4 with the remaining pictures of shapes (square, circle, heart).</li> </ol>	Learn the words "star," "circle," "heart," and "square."
	3 mins	Unit 6 - Song tab 		<b>Practice the Words (We do)</b> <ol style="list-style-type: none"> <li>1. Continue to play <i>Big Picture (Song)</i> from the Teacher Menu.</li> <li>2. Show the star again.</li> <li>3. Ask the class, "What's this?"</li> <li>4. Have the class answer, "It's a star."</li> <li>5. Choose a student to come to the front and tap the star.</li> <li>6. Have the class repeat "star" again.</li> <li>7. Repeat steps 2-4 with the remaining pictures of shapes (square, circle, heart).</li> </ol>	

	9 mins		Pictures or drawings of shapes hidden around the classroom	<p><b>Practice Looking for Shapes (You do)</b></p> <ol style="list-style-type: none"> <li>1. Say “look” and put your hands up to your eyes like binoculars.</li> <li>2. Have the class repeat “look” and do the action.</li> <li>3. Have the class search for shapes around the classroom.</li> <li>4. When a student finds a shape, have them point to it or hold the shape up and say “look.”</li> <li>5. Have the rest of the class look at the shape.</li> <li>6. Have the student say the name of the shape they found.</li> <li>7. Have the class repeat the name of the shape.</li> <li>8. If possible, invite students to get in groups and try to make the shape with their bodies.</li> <li>9. Repeat steps 1-8 until all the shapes have been found.</li> </ol>	
	5 mins	<p>Unit 6 - Song tab</p> 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song “Shapes are Everywhere” from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	<p>Unit 6 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase “What’s this?”</li> <li>3. Repeat the video as time allows.</li> </ol>	


**Lesson 1: Block B (15 mins)**




Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	<p>Unit 6 - Vocabulary tab</p> 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	<p>Learn the words “square,” “circle,” “heart,” and “star.”</p>

<p>6. <i>Big Picture (Vocabulary)</i></p>	<p>5 mins</p>	<p>Unit 6 - Vocabulary tab</p> 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
<p>7. <i>Word Flurry</i></p>	<p>5 mins</p>	<p>Unit 6 - Vocabulary tab</p> 		<p><b>Find the Words: (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

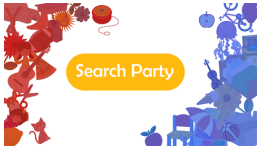
Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <i>Flicker Show</i></p>	<p>5 mins</p>	<p>Unit 6 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "What's this?"</li> <li>3. Repeat the video as time allows.</li> </ol>	<p>Review the phrases "What's this?" and "It's a ____."</p>

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 6 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>10. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 6 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>11. <i>Sing a Song</i></p>	<p>5 mins</p>	<p>Unit 6 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song “Shapes are Everywhere” from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


**Lesson 2: Block B (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>12. <b>Practice Vocabulary:</b> <i>Reveal the Word</i></p>	<p>10 min</p>		<p><b>Vocabulary pictures</b> (square, circle, heart, star)</p> <p>Sheet of paper to cover the pictures</p>	<ol style="list-style-type: none"> <li>1. Cover one of the pictures with the piece of paper and hold it up.</li> <li>2. Slowly move the cover sheet to reveal part of the picture.</li> <li>3. Have the students raise their hands when they know what the picture is.</li> <li>4. If students are able to say the word correctly, remove the paper so the entire picture can be seen.</li> <li>5. Have the class say the word aloud.</li> <li>6. If the students aren't able to identify the picture, continue to slowly reveal the rest of the picture until one of the students is able to identify it.</li> <li>7. Have the class say the word aloud.</li> </ol>	<p>Learn the words “square,” “circle,” “heart,” and “star.”</p>

13. <i>Search Party</i>	8 mins	Unit 6 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.



## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins	Unit 6 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Shapes are Everywhere" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	4 mins			<p><b>Teach the Action (I do)</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the word and action "walk."</li> <li>2. Say, "Stand up."</li> <li>3. Have the class follow you as you walk around the classroom.</li> <li>4. Say "walk" several times. Have the class repeat the word.</li> <li>5. Say, "Walk fast!" and begin walking fast around the classroom.</li> <li>6. Have the class repeat, "Walk fast!" and walk faster with you.</li> <li>7. Say, "Walk slow," and begin walking slowly around the classroom.</li> <li>8. Have the class repeat, "Walk slow," and walk slower with you.</li> <li>9. Continue walking around the classroom, saying "walk," "walk slow," and "walk fast" until students understand the action and pronounce it correctly.</li> </ol>	Learn the action "walk."

	6 mins			<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Say, "Stand up."</li> <li>2. Have the class repeat the word and do the action.</li> <li>3. Say, "Sit down."</li> <li>4. Have the class repeat the word and do the action.</li> <li>5. Say, "Raise your hand."</li> <li>6. Have the class repeat the word and do the action.</li> <li>7. Invite a student to, "Open the door."</li> <li>8. Tell another student to, "Close the door."</li> <li>9. Have the class take another walk while repeating "walk" as they follow you.</li> <li>10. Review previous commands as you wish.</li> </ol>	Review actions.
5. Practice all Actions	7 mins		<b>Use the Actions (You do)</b> <ol style="list-style-type: none"> <li>1. Say, "Stand up."</li> <li>2. Watch for the student who follows the command first.</li> <li>3. Have the class repeat the command.</li> <li>4. Have the student who stood up first give the class a different command ("stand up," "sit down," "raise your hand," "close," "open," or "walk").</li> <li>5. Repeat the activity until all students have had a chance to give at least one command.</li> </ol>		


### Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words: <i>Find the Same Picture</i>	10 mins		<b>Vocabulary pictures</b> (teacher's choice for review), enough for each student to have one plus an additional copy	<ol style="list-style-type: none"> <li>1. Have the class stand in a circle.</li> <li>2. Give each student a vocabulary picture.</li> <li>3. Stand in the center of the circle with a pile of matching vocabulary pictures.</li> <li>4. Hold up the first picture in the pile so the class can see it.</li> <li>5. Stand next to one of the students in the circle and put your picture next to their picture.</li> <li>6. The class says "different" if the picture the student is holding is different from the teacher's picture.</li> <li>7. Continue around the circle until you find the student who has the same picture. As a class, say "same."</li> <li>8. The student with the same picture takes your place in the middle of the circle and chooses a new picture from the pile.</li> <li>9. Repeat steps 4-8 with each vocabulary picture in the pile.</li> </ol>	Learn the words "same" and "different."


7. Learn More Words: <b>Matching Picture</b>	10 mins		<b>Vocabulary pictures</b> (star, square, circle, heart), one for each student	<b>Practice the Phrases (We do)</b> 1. Have the class stand and form a circle facing inward. 2. Give each student a picture and tell the students not to show it to anyone. 3. Have all of the students show their pictures toward the inside of the circle at the same time. 4. Tell the students to find the person with the same picture. 5. Once all the students have found a match, have each pair of students hold up their pictures and say their word. 6. Have the class say, "They are the same." 7. Repeat steps 1-6, only this time have the students find someone with a picture that is different from theirs. 8. Have the students trade pictures and do the activity again. 9. Repeat until the students are comfortable with the words.	
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Break - 5 mins

## Lesson 2: Block A (25 mins)

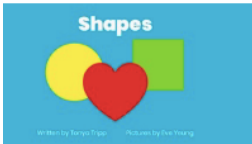
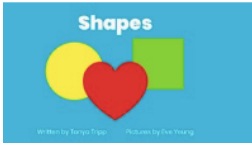
Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Letter Eggs: F</i>	5 mins	Unit 6 - Letters tab 		<b>Introduce the Capital Letter</b> 1. Play <i>Letter Eggs: F</i> from the Teacher Menu. 2. Choose several students to tap or toss the egg until it cracks. 3. The student who breaks the egg open catches and drags the letter to the center. 4. Have the class say "/f, /f/." 5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air. 6. Have the class repeat the sound "/f/" as they are tracing the letter. 7. Have the class say "/f/, feet." 8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air. 9. Have the class repeat the sound "/f/" as they are tracing the letter. 10. Have the class say "/f/, fish." 11. Have several students come up and tap the object while the class repeats the sound.	Learn the letters capital F and small f.



9. <i>Letter Eggs: f</i>	5 mins	Unit 6 - Letters tab 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: f</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. Have the class say “f, /f/.”</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. Have the class repeat the sound “/f/” as they are tracing the letter.</li> <li>7. Have the class say “/f/, foot.”</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. Have the class repeat the sound “/f/” as they are tracing the letter.</li> <li>10. Have the class say “/f/, fish.”</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	
10. Practice Letters and Sounds: <i>What’s Missing?</i>	2 mins		Letter pictures (F, f, foot, fish)	<p><b>Play a Letter Game (Set up)</b></p> <ol style="list-style-type: none"> <li>1. Show the picture of capital F and say “capital F.”</li> <li>2. Have the class repeat “capital F.”</li> <li>3. Put the picture on the board in front of the class.</li> <li>4. Repeat steps 1-2 with small f.</li> <li>5. Show the picture of the foot and say “/f/, /f/, foot.”</li> <li>6. Have the class repeat “/f/, /f/, foot.”</li> <li>7. Put the picture on the board.</li> <li>8. Repeat steps 4-7 with the fish picture.</li> </ol>	
	3 mins		Letter pictures (a, b, c, d, e, f, A, B, C, D, E, F)	<p><b>Model the Game (I do)</b></p> <ol style="list-style-type: none"> <li>1. Review the letters the class previously learned.</li> <li>2. Put the small letter pictures on the board in a row.</li> <li>3. Put the capital letter pictures on the board continuing the row.</li> <li>4. Take the small f off of the board and hold it behind your back.</li> <li>5. Slowly sing the alphabet song as you point to the letters (e.g., Point to small a as you sing “A.”).</li> <li>6. Stop singing when you get to the spot where small f should be, pull small f from behind your back, and show it to the class.</li> <li>7. Sing “F.”</li> <li>8. Say “small f.”</li> <li>9. Have the class repeat “small f.”</li> <li>10. Repeat steps 4-9 with capital F.</li> </ol>	



	3 mins			<p><b>Practice the Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Take capital C off the board and hold it behind your back.</li> <li>2. This time slowly sing the alphabet song starting with small a. When you get to small f, start the song over with the capital letters until you get to capital C (e.g., Sing, “a, b, c, d, e, f, A, B...”).</li> <li>3. Stop singing when you get to the spot where capital C should be. Pull capital C from behind your back and show it to the class.</li> <li>4. Sing “C.”</li> <li>5. Say “capital C.”</li> <li>6. Have the class repeat “capital C.”</li> <li>7. Repeat steps 1-6, taking a different capital or small letter off of the board and hiding it behind your back each time.</li> <li>8. When the class is confident with singing the song and identifying the missing letter, move on to the game.</li> </ol>	
	7 mins			<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Have the class close their eyes.</li> <li>2. Take a letter off of the board and hide it behind your back.</li> <li>3. Choose a student to come to the front and point to each letter as the class sings the alphabet song.</li> <li>4. When the student gets to the spot with the missing letter, have the class stop singing and identify what letter is missing.</li> <li>5. Once the class has correctly identified the missing letter, put the letter back on the board.</li> <li>6. Have the class finish singing the rest of the letters on the board.</li> <li>7. Repeat steps 1-6 as time allows.</li> <li>8. If the students know the “ABC Song,” end the activity by singing the entire song.</li> </ol>	



## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Shapes</i>	5 mins	Unit 6 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Shapes</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>Shapes</i> .
	8 mins	Unit 6 - Book tab 		<ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Tell each group a shape to find around the classroom (square, heart, circle).</li> <li>3. Slowly count to ten as the students look around the classroom for shapes.</li> <li>4. When you are finished counting, have each group stand up and point to the shape they found (e.g., a circle-shaped clock).</li> <li>5. Have the group ask, "What's this?"</li> <li>6. Have the class respond, "It's a ____," (e.g., "It's a circle.").</li> <li>7. Follow steps 4-6 with each group.</li> <li>8. Give the groups a new shape to find and repeat the activity.</li> <li>9. Show the book again. After the narrator reads each page, have the class repeat what was said.</li> </ol>	
12. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 6 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Shapes are Everywhere" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: F f</i>	5 mins	Unit 6 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: F f</i> from the Teacher Menu.</li> <li>2. Show the class capital F.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital F."</li> <li>5. Draw capital F in the air with your finger and have the class do it with you.</li> <li>6. Show the class small f.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small f."</li> <li>9. Draw small f in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does F make?"</li> <li>11. Have the class say the letter sound "/f/."</li> <li>12. Show the picture of feet.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the class say "/f/, /f/, feet."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (fish, frog).</li> </ol>	Review the letters capital F and small f.

5. "ABC Song"	5 mins	Unit 6 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter F.</li> <li>4. Have the class say "F" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: F f	5 mins	Unit 6 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Write and Say: F f</i> from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/f/, feet" and "/f/, fish."</li> </ol>	

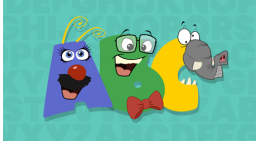
### Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Bright Spot</i>	5 mins	Unit 6 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Bright Spot</i> from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "square," "circle," "heart," and "star."
8. <i>Match Maker</i>	5 mins	Unit 6 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrases "What's this?" and "It's a _____."
10. <i>Speak Up 2</i>	5 mins	Unit 6 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	


Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: F</i>	5 mins	Unit 6 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: F</i> from the Teacher Menu.</li> <li>2. When capital F appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "capital F."</li> <li>4. Have the class say the sound "/f/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital F, /f/").</li> <li>6. Choose a student to say "capital F, /f/."</li> <li>7. Have the class repeat "capital F, /f/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital F and small f.

<p>12. <i>Decorate the Letter: f</i></p>	<p>5 mins</p>	<p>Unit 6 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: f</i> from the Teacher Menu.</li> <li>2. When small f appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small f."</li> <li>4. Have the class say the sound "/f/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small f, /f/").</li> <li>6. Choose a student to say "small f, /f/."</li> <li>7. Have the class repeat "small f, /f/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 6 - Letters tab</p> 	<p><b>Letter pictures</b> (F, f)</p> <p><b>Lyrics</b> Here's how we make a capital F, A capital F, a capital F. Here's how we make a capital F. Let's all do it together.</p> <p>Here's how we make a small letter f, A small letter f, a small letter f. Here's how we make a small letter f. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. <i>"abc Song"</i></p>	<p>5 mins</p>	<p>Unit 6 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small f.</li> <li>4. Have the class say "f" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	



## Lesson 2: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. Practice Shapes	10 mins	Unit 6 - Song tab 	A few of each colored shape hidden around the room (red squares, blue squares, yellow stars, blue stars, red hearts, yellow hearts, red circles, blue circles)	<ol style="list-style-type: none"> <li>1. Play the song “Shapes Are Everywhere” and encourage students to sing along.</li> <li>2. Tell the class to look for shapes everywhere in the room.</li> <li>3. Tell the class to find a specific color and shape (e.g., “Find a red square.”).</li> <li>4. Have students bring you the shapes as they find them.</li> <li>5. If the shape or color is incorrect, have the student hide it again.</li> <li>6. Once all the shapes are found, review the colored shapes.</li> <li>7. Have the students repeat the shape names and full sentences.</li> </ol> <p>For example: Say, “What’s this?” Students may say “red square.” Reply, “Yes, it’s a red square.” The students repeat, “Yes, it’s a red square.”</p>	Review shapes and colors.
16. Show What You Learned: <i>Teddy Bear</i>	8 mins		<p><i>Teddy Bear</i> project for each student</p> <p>A sample of the finished project</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Teddy Bear</i> project and crayons or pencils.</li> <li>2. Show the sample of the finished project. Ask the students what shapes they see. Choose students to point to the shapes on the sample as the class identifies the shapes.</li> <li>3. Tell the students to trace the bear on their projects.</li> <li>4. Give the students crayons and have them color the shapes.</li> <li>5. Once students are finished, have them rehearse pointing and naming the shapes on their projects.</li> <li>6. Tell the students to take their projects home and name the shapes for their families.</li> </ol>	
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	4 mins	Unit 6 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Shapes are Everywhere" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Shapes are Everywhere</i> 5. <i>Shapes are Everywhere</i>	8 mins	Unit 6 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Shapes are Everywhere</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>Shapes are Everywhere</i> .

	8 mins	<p>Unit 6 - Resources tab</p> 	<p>Making a star with fingers</p> 	<ol style="list-style-type: none"> <li>1. Show the book <i>Shapes are Everywhere</i> again.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Starting on page 3 ask the class, "What's this?"</li> <li>4. Have the class respond "circle," "square," "heart," or "star."</li> <li>5. After students identify the shape, make the shape with your hands and fingers.</li> <li>6. Repeat the shape name.</li> <li>7. Have students make the shape with their hands and fingers and repeat the shape name. (See the picture on how to make a star with a few students.)</li> <li>8. Repeat these steps for all of the shapes throughout the book.</li> <li>9. After the book is finished, review the shapes again.</li> <li>10. Make each shape with your hands and fingers and repeat the shape name.</li> <li>11. Have students make the shape with their hands and fingers and repeat the shape name.</li> <li>12. Repeat steps 10-11, saying the shape names faster and faster as students repeat and make the shape.</li> </ol>	
<p>6. Learn about Courage</p>	5 mins	<p>Unit 6 - Value tab</p> 	<p><b>Lyrics</b>          I feel joy when I share.          I feel joy when I care.          I feel joy when I'm kind,          When I use my heart and mind.          When I try the best I can,          I feel good about who I am.</p>	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value courage.</li> <li>2. Play <i>Value Video</i> from the Teacher Menu.</li> <li>3. Ask the class what the children were doing in the video.</li> <li>4. Ask the class why the boy didn't want to climb up the rock wall. ("He was scared.")</li> <li>5. Explain that even though the boy was scared, he tried.</li> <li>6. Ask how the boy felt when he climbed the rock, "Was he happy or sad?"</li> <li>7. Tell the class that it takes courage to do new things.</li> <li>8. Tell the students that they have courage because they are learning a new language, English.</li> <li>9. Say, "When you have courage, you feel joy!"</li> <li>10. As a class, loudly chant, "I have courage!" three times.</li> </ol>	<p>Learn the value courage.</p>

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Review More Words	7 mins		<p><b>Vocabulary pictures</b> (teacher's choice for review), two of each, enough for each student to have one</p> <p>Music the students enjoy</p>	<ol style="list-style-type: none"> <li>1. Give each student a vocabulary picture.</li> <li>2. Play the music and have the class dance.</li> <li>3. Randomly stop the music and shout out "same."</li> <li>4. Have the students quickly find a partner who has a picture that is the same as their picture.</li> <li>5. Have each pair of students hold up their pictures and say "same."</li> <li>6. Start the music again and have the students dance.</li> <li>7. Randomly stop the music, but this time shout out "different."</li> <li>8. Have the students quickly find a partner with a picture that is different from their picture.</li> <li>9. Have each pair of students hold up their pictures and say "different."</li> <li>10. Continue the activity, alternating between having the students find a partner with a picture that is the same and having the students find a partner with a picture that is different.</li> <li>11. If the students are really comfortable saying "same" and "different," have the class find a random partner and decide if their pictures are the same or different.</li> <li>12. Have the pairs shout out the corresponding word ("same" or "different").</li> </ol>	<p>Review the words "same" and "different."</p> <p>Review the action "walk."</p>
8. Practice an Action	8 mins			<ol style="list-style-type: none"> <li>1. Say, "Walk."</li> <li>2. Walk around the room.</li> <li>3. Say, "Stop."</li> <li>4. Stop walking.</li> <li>5. Have the class stand up.</li> <li>6. Say, "Walk," and have the students walk slowly around the room.</li> <li>7. Say, "Stop," and have the students stop walking.</li> <li>8. Have the class stand in a row at the back of the classroom.</li> <li>9. Alternate between saying, "Walk," and "Stop."</li> <li>10. If a student doesn't stop when you say, "Stop," have them go back to the start.</li> <li>11. The first student to walk to you is the winner.</li> <li>12. Play the game again. This time, have the winner say "walk" and "stop."</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice Vocabulary: <i>Find a Shape</i>	7 mins		<b>Vocabulary pictures</b> (square, circle, heart, star), enough for each child to find a picture	<ol style="list-style-type: none"> <li>1. Hide the shapes around the classroom.</li> <li>2. Tell the students to find one shape.</li> <li>3. Have the students return to their seats once they find a shape.</li> <li>4. When all the shapes are found, have each student show their shape to the class and say its name.</li> <li>5. Have the class repeat the name.</li> <li>6. Continue the same pattern for all of the shapes.</li> </ol>	Review the words "square," "circle," "heart," and "star."
10. Practice Saying the phrase: <i>Choose a Picture</i>	8 mins		<b>Vocabulary pictures</b> (star, square, circle, heart)	<ol style="list-style-type: none"> <li>1. Put the pictures face down in a pile.</li> <li>2. Invite students to come up and pick a picture from the top of the pile.</li> <li>3. The student shows the shape to the class and asks, "What's this?"</li> <li>4. Have the class say, "It's a ____."</li> <li>5. Repeat steps 2-4 until all of the students have a chance to say, "What's this?"</li> </ol>	Review the phrases "What's this?" and "It's a ____."



## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <b>Big Picture: F f</b>	5 mins	Unit 6 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: F f</i> from the Teacher Menu.</li> <li>2. Show the students capital F.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital F."</li> <li>5. Draw capital F in the air with your finger and have the students do it with you.</li> <li>6. Show the students small f.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small f."</li> <li>9. Draw small f in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does F make?"</li> <li>11. Students say the letter sound.</li> <li>12. Show the picture of the feet.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/f/, /f/, feet."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (fish, frog).</li> </ol>	Review the letters capital F and small f.
12. <b>Dotty's Ditties</b>	5 mins	Unit 6 - Letters tab 	<p><b>Letter pictures</b> (F, f)</p> <p><b>Lyrics</b> Here's how we make a capital F, A capital F, a capital F. Here's how we make a capital F. Let's all do it together.</p> <p>Here's how we make a small letter f, A small letter f, a small letter f. Here's how we make a small letter f. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital F and small f pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

<b>13. Letter Animals Project</b>	13 mins		<p>Letters F and f pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small fish faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital F and small f and the cutout fish faces.</li> <li>3. Help students glue the faces on the capital F and small f.</li> <li>4. Have the students color their projects.</li> </ol>	
<b>14. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins	Unit 7 - Song tab 		<b>Teach the Lyrics (I do)</b> 1. Play <i>Big Picture (Song)</i> from the Teacher Menu. 2. Show the picture of red. 3. Say, "This is red. Say 'red.'" 4. Students say "red." 5. Repeat with all the pictures of the colors (red, yellow, green, blue, a rainbow).	Learn the phrases "What color is it?" and "It's ____."
	5 mins	Unit 7 - Song tab 		<b>Review (We do)</b> 1. Play <i>Big Picture (Song)</i> again from the Teacher Menu. 2. Show the picture of red. 3. Ask, "What color is it?" 4. Have the class repeat, "What color is it?" 5. Have the class say, "It's red." 6. Repeat with each color in the activity. 7. Divide the class into two groups. 8. Point to an object in the classroom that is red. 9. Have the first group stand and ask, "What color is it?" 10. Have the second group stand and say, "It's red." 11. Repeat steps 8-10 with the pictures of yellow, green, and blue. 12. Have the groups switch roles and repeat steps 8-11.	

	7 mins		Objects that are red, yellow, green, or blue.	<p><b>Practice (You do)</b></p> <ol style="list-style-type: none"> <li>1. Arrange students in a circle.</li> <li>2. Holding a red object, such as an apple, turn to the student next to you and ask, "What color is it?"</li> <li>3. Have the class repeat, "What color is it?"</li> <li>4. Have the student respond, "It's red."</li> <li>5. Hand the student the object.</li> <li>6. Have the student now holding the apple turn to the next student in the circle.</li> <li>7. Have the class ask, "What color is it?"</li> <li>8. Have the student respond.</li> <li>9. Continue around the circle until each student has had a chance to say the color.</li> <li>10. Repeat the activity with another object that is a different color.</li> </ol>	
	5 mins	Unit 7 - Song tab 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Play the song again, encouraging students to sing along.</li> <li>3. Repeat the song until the students are comfortable with the lyrics.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "What color is it?" and "It's ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	

**Lesson 1: Block B (15 mins)**


Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 7 - Vocabulary tab 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	Learn the words "green," "desk," "scissors," and "sun."






<p>6. <b>Big Picture (Vocabulary)</b></p>	<p>5 mins</p>	<p>Unit 7 - Vocabulary tab</p> 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
<p>7. <b>Word Flurry</b></p>	<p>5 mins</p>	<p>Unit 7 - Vocabulary tab</p> 		<p><b>Find the Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the students if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

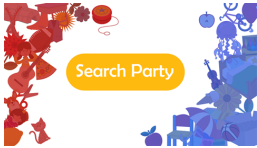
**Lesson 2: Block A (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <b>Flicker Show</b></p>	<p>5 mins</p>	<p>Unit 7 - Vocabulary tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "What color is it?" and "It's ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	<p>Review the phrases "What color is it?" and "It's ____."</p>

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 7 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>10. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 7 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>11. <b>Sing a Song</b></p>	<p>5 mins</p>	<p>Unit 7 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


**Lesson 2: Block B (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>12. <b>Practice Vocabulary:</b> <i>What's Missing</i></p>	<p>10 min</p>		<p><b>Vocabulary pictures</b> (green, desk, scissors, sun)</p>	<ol style="list-style-type: none"> <li>1. Show the students a vocabulary picture.</li> <li>2. Ask, "What's this?"</li> <li>3. Choose a student to answer.</li> <li>4. When the student says the word correctly, ask all of the students to repeat.</li> <li>5. Put the vocabulary picture on the board.</li> <li>6. Repeat this for each word.</li> <li>7. Have the students close their eyes while you remove one picture.</li> <li>8. Have the students open their eyes. Ask if they know which vocabulary picture is missing.</li> <li>9. When a student guesses the correct word, show the vocabulary picture and encourage the students to say the word aloud.</li> <li>10. Put the vocabulary picture back on the board. Tell the students to close their eyes while you remove another picture.</li> <li>11. Repeat these steps several times.</li> </ol>	<p>Review the words "green," "desk," "scissors," and "sun."</p>

<p><b>13. Search Party</b></p>	<p>8 mins</p>	<p>Unit 7 - Vocabulary tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p><b>14. Goodbye</b></p>	<p>2 mins</p>		<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	<p>Wrap up.</p>




## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins	Unit 7 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins		A book and other classroom objects	<p><b>Learn the Phrase (We do)</b></p> <ol style="list-style-type: none"> <li>1. Place a book on the floor.</li> <li>2. Point to the book and say, "Pick up the book."</li> <li>3. Students point to the book and repeat the phrase.</li> <li>4. Pick up the book.</li> <li>5. Repeat these steps with several objects until students understand the phrase.</li> <li>6. Place the book in front of a student.</li> <li>7. Say, "Pick up the book."</li> <li>8. Have the class repeat, "Pick up the book."</li> <li>9. The student picks up the book.</li> <li>10. Have the student stand up and put the book in front of another student.</li> <li>11. The student says, "Pick up the book."</li> <li>12. The class repeats the phrase and the new student picks up the book.</li> <li>13. Repeat until every student has a chance to say, "Pick up the book."</li> </ol>	Learn the action "Pick up the ____."

	10 mins		<b>Vocabulary pictures</b> (teacher's choice for review)	<b>Practice (We do)</b> 1. Randomly scatter several pictures of vocabulary words across the floor. 2. Select two students to come up. 3. Tell the students to pick up one of the images using the phrase "Pick up the ____." 4. Students race to find the correct image. 5. The first person to pick up the correct image wins. 6. When students understand the game, allow the student who won the race to choose the vocabulary word for the next race. The student should say, "Pick up the ____."	
<b>5. Practice an Action</b>	7 mins			<b>Use the Actions (You do)</b> 1. Say, "Stand up." The class repeats the phrase and stands up. 2. Give students commands one at a time. Have the class repeat the command and do the action ("stand up," "sit down," "raise your hand," "close," "open," "walk," "pick up the ____"). 3. When students are comfortable doing the actions, give students two commands at once (e.g., "Sit down. Raise your hand."). 4. Have students repeat the phrases and complete the actions. 5. Repeat with many different combinations of actions, increasing your speed to challenge students as necessary.	Review actions.



### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>6. Learn More Words</b>	3 mins		Small ball or object	1. Hold up the ball. Say, "It's a ball." 2. The class repeats, "It's a ball." 3. Tell students, "Close your eyes." 4. Quickly hide the ball somewhere that is visible to most of the class, such as on a bookshelf, in your sleeve, or on the board. 5. Say, "Open your eyes. Find the ball." 6. Have the class repeat, "Find the ball." 7. Direct the class to remain seated and look around the room for the ball. 8. Have students raise their hands when they find the ball. 9. Choose a student to retrieve the ball. Say, "Find the ball." 10. Have the class repeat, "Find the ball." 11. Tell the students to again close their eyes and repeat the activity, this time allowing the student to hide the ball someplace new.	Learn the word "find."

7. <i>Show me, Miss Daisy</i>	7 mins	Unit 7 - Resources Tab 		<ol style="list-style-type: none"> <li>1. Play <i>Show me, Miss Daisy</i> from the Teacher Menu.</li> <li>2. Encourage students to respond to and interact with the video.</li> <li>3. When the video ends, discuss the video with the students.</li> <li>4. Play the video again.</li> <li>5. Tell the students to find a color in the video.</li> <li>6. Have the students jump up and say the color when they find it.</li> <li>7. Play the video again. Have the class find different colors and objects.</li> </ol>	
8. <i>Learn More Words: Find the Ball</i>	5 mins		Small ball or object	<ol style="list-style-type: none"> <li>1. Choose a student to step outside the room or to cover their eyes.</li> <li>2. Hide the ball somewhere in the room.</li> <li>3. Invite the student to come back into the room or to uncover their eyes.</li> <li>4. The class says, "Find the ____."</li> <li>5. The student walks around the room and tries to find the object.</li> <li>6. The class gives the student hints using "yes" and "no."</li> </ol> <p>For example: The class says "No, no!" when the student is walking away from the object. Then the class says "Yes, yes!" when the student walks toward the object.</p> <ol style="list-style-type: none"> <li>7. When the student finds the object, choose a new student to go out of the room. Have a student hide the object in a new location.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (25 mins)

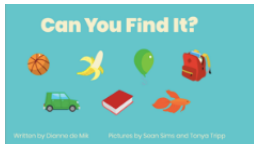
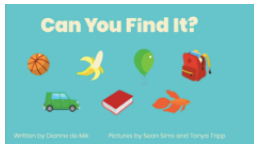
Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <b>Letter Eggs:</b> G	5 mins	Unit 7 - Letters tab 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: G</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "G, /g/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/g/" as they are tracing.</li> <li>7. The class says "/g/, guitar."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/g/" as they are tracing.</li> <li>10. The class says "/g/, goat."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital G and small g.
10. <b>Letter Eggs:</b> g	5 mins	Unit 7 - Letters tab 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: g</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "g, /g/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/g/" as they are tracing.</li> <li>7. The class says "/g/, guitar."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound "/g/" as they are tracing.</li> <li>10. The class says "/g/, goat."</li> <li>11. Have several students come up and take turns tapping the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	

11. Practice Letters and Sounds: <i>The Fly Swatter Game</i>	2 mins		<b>Letter pictures</b> (G, g, goat, guitar)	<b>Play a Letter Game (Set up)</b> 1. Show the picture of capital G and say “capital G.” 2. Have the class repeat “capital G.” 3. Put the picture in a place where the class can see it. 4. Repeat steps 1-2 with small g. 5. Show the picture of the goat and say “/g/, /g/, goat.” 6. Have the class repeat “/g/, /g/, goat.” 7. Put the picture in a place where the class can see it. 8. Repeat steps 4-7 with the guitar picture.	
	3 mins		3-4 fly swatters or something to tap with	<b>Model the Game (I do)</b> 1. Hold the fly swatter. 2. Say “Capital G.” 3. Use the fly swatter to slap the picture of capital G. 4. Have the class repeat “capital G.” 5. Repeat steps 2-4 with small g. 6. Say “/g/, /g/, goat.” 7. Slap the picture of the goat. 8. Have the class repeat “/g/, /g/, goat.” 9. Repeat steps 6-8 with the guitar picture.	
	5 mins			<b>Model the Game (We do)</b> 1. Choose two students to come to the front. 2. Give each student a fly swatter. 3. Say one of the letter or animal pictures. 4. Have the students race to tap the picture with their fly swatter. 5. Have the class repeat the letter or animal you said. 6. Repeat steps 2-4 a few times with the same two students. 7. Choose three or four new students to come up. 8. Repeat steps 2-4, having the students race to tap the word you say.	



	5 mins			<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Have each group form a line.</li> <li>3. Give the first student in each line a fly swatter.</li> <li>4. Say one of the letter or animal pictures.</li> <li>5. Have the students with the fly swatters race to tap the picture.</li> <li>6. Have the class repeat what you said.</li> <li>7. The student who taps the picture first earns a point for their team.</li> <li>8. The students go back to their lines and give the fly swatter to the next person in line.</li> <li>9. Repeat steps 4-8 until all students have tapped a picture.</li> <li>10. The team with the most points wins.</li> </ol>	
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## Lesson 2: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <i>Can You Find It?</i>	7 mins	Unit 7 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Can You Find It?</i> from the Teacher Menu.</li> <li>2. After the narrator finishes reading the first page, invite a student to come find the cat.</li> <li>3. Ask the class, "What color is it?"</li> <li>4. Have the class respond, "It's yellow."</li> <li>5. Continue reading the book. Each time the narrator says, "Find the _____," call on a student to come find the object on the screen.</li> <li>6. Each time ask the class, "What color is it?" and have them respond.</li> <li>7. Continue the pattern for the entire book.</li> </ol>	Share the book <i>Can You Find It?</i>
	6 mins	Unit 7 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Can You Find It?</i> again.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	

13. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say "Goodbye" and wave to the class.</li><li>3. Have the students wave and say "Goodbye."</li></ol>	Wrap up.
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## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 7 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Big Picture: G g	5 mins	Unit 7 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: G g</i> from the Teacher Menu.</li> <li>2. Show the students capital G.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital G."</li> <li>5. Draw capital G in the air with your finger and have the students do it with you.</li> <li>6. Show the students small g.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small g."</li> <li>9. Draw small g in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does G make?"</li> <li>11. Students say the letter sound "/g/."</li> <li>12. Show the picture of the goat.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/g/, /g/, goat."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (guitar, girl).</li> </ol>	Review the letters capital G and small g.

5. "ABC Song"	5 mins	Unit 7 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter G.</li> <li>4. Have the class says "G" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	
6. Write and Say: G g	5 mins	Unit 7 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Write and Say: G g</i> from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/g/, goat" and "/g/, guitar."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Bright Spot</i>	5 mins	Unit 7 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Bright Spot</i> from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the students to say the word aloud.</li> <li>5. If they say the correct word, tap the correct button.</li> <li>6. If they say an incorrect word, tap the incorrect button and have them repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "green," "desk," "scissors," and "sun."
8. <i>Match Maker</i>	5 mins	Unit 7 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the students repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrases "What color is it?" and "It's ____."
10. <i>Speak Up 2</i>	5 mins	Unit 7 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: G</i>	5 mins	Unit 7 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: G</i> from the Teacher Menu.</li> <li>2. When capital G appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "capital G."</li> <li>4. Have the class say the sound "/g/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital G, /g/").</li> <li>6. Choose a student to say "capital G, /g/."</li> <li>7. Have the class repeat "capital G, /g/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital G and small g.



<p>12. <b>Decorate the Letter: g</b></p>	<p>5 mins</p>	<p>Unit 7 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: g</i> from the Teacher Menu.</li> <li>2. When small g appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "small g."</li> <li>4. Have the class say the sound "/g/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small g, /g/").</li> <li>6. Choose a student to say "small g, /g/."</li> <li>7. Have the class repeat "small g, /g/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <b>Dotty's Ditties</b></p>	<p>5 mins</p>	<p>Unit 7 - Letters tab</p> 	<p><b>Letter pictures</b> (G, g)</p> <p><b>Lyrics</b> Here's how we make a capital G, A capital G, a capital G. Here's how we make a capital G. Let's all do it together.</p> <p>Here's how we make a small letter g, A small letter g, a small letter g. Here's how we make a small letter g. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. <b>"abc Song"</b></p>	<p>5 mins</p>	<p>Unit 7 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. The class sings the song.</li> <li>3. Select students to come up and tap small g.</li> <li>4. The class say "g" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	

## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Show What You Learned: Can You Find It?</b>	18 mins		<p><i>Can You Find It?</i> project for each student</p> <p>Precut the pictures for each student.</p> <p>Make a sample of the finished project.</p> <p>A sheet of paper for each student</p> <p>Crayons and glue</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary in this project using one set of the precut pictures.</li> <li>2. Show the class the finished sample. Ask the students to find a picture or two.</li> <li>3. Give each student eight different precut pictures to color.</li> <li>4. Have the students color their pictures.</li> <li>5. As students finish their coloring, give them a blank sheet of paper and glue.</li> <li>6. Show the class your sample again. Have students glue their colored pictures in any order or pattern on the blank page.</li> <li>7. Arrange students in pairs and have them take turns asking each other to find different pictures in their projects.</li> <li>8. Tell the students to take the <i>Can You Find It?</i> project home and have their families find some of the pictures.</li> </ol>	Review the phrase "Find the ____."
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 7 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn Book Vocabulary	5 mins		A picture of a cute monster	<ol style="list-style-type: none"> <li>1. Hold up the picture of the monster.</li> <li>2. Say "monster."</li> <li>3. Have the class repeat "monster."</li> <li>4. Sit in a chair, put the picture under your chair, and say "under."</li> <li>5. Have the class repeat "under."</li> <li>6. Say, "There's a monster under _____," saying your name.</li> <li>7. Have the class repeat the sentence.</li> <li>8. Put the picture under different students and have the class say, "There's a monster under _____," saying the name of the student the monster is under.</li> </ol>	Share the book <i>There's a Monster Under My Bed</i> .
5. <i>There's a Monster Under My Bed</i>	10 mins	Unit 7 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>There's a Monster Under My Bed</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	



<p>6. <i>Wild Cards</i></p>	<p>5 mins</p>	<p>Unit 7 - Value tab</p> 	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value self-discipline.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:  Card 1: "What is happening in this picture?" ("The boys are walking.")  Card 2: Point to the boy in the yellow shirt. "What is this boy doing?" ("He is thinking about pushing his friend into the mud.")  Card 3: Point to the boy in the yellow shirt. "What is this boy thinking about?" ("He's thinking about his friend all covered in mud.")  Card 4: Point to the boy in the yellow shirt. "Did he push his friend into the mud?" ("No.") "How does this boy feel?" ("He feels happy.")</p> <ol style="list-style-type: none"> <li>6. Explain that when you have self-discipline and make a good choice, you feel joy.</li> <li>7. As a class, loudly chant, "Have self-discipline!" three times.</li> </ol>	<p>Learn the value self-discipline.</p>
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## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Review More Words	7 mins		Vocabulary pictures (green, desk, scissors, sun)	<ol style="list-style-type: none"> <li>1. Ask two students to come to the front of the room. Have each choose a vocabulary picture to hide.</li> <li>2. To the rest of the class, say, "Close your eyes." The class closes their eyes.</li> <li>3. Have the two students quickly hide the vocabulary pictures in the room where they can be easily found.</li> <li>4. Once the pictures are hidden, have the students come back to the front of the room.</li> <li>5. Say, "Open your eyes." The class opens their eyes.</li> <li>6. Referring to the picture they hid, have the two students say, "Find the ____."</li> <li>7. Say, "Stand up!" Students walk around and look for the two pictures hidden in the room.</li> <li>8. While the class looks for the pictures, the class chants, "Find the _____. Find the ____."</li> <li>9. When the students find the pictures, invite two new students to come to the front of the room.</li> <li>10. Repeat the activity so multiple students have a turn.</li> </ol>	<p>Review the word "find."</p> <p>Review the action "pick up the ____."</p>
8. Practice More Words and Actions	8 mins		Vocabulary pictures (teacher's choice for review)	<ol style="list-style-type: none"> <li>1. Quickly review the chosen vocabulary pictures by saying, "What's this?"</li> <li>2. The class replies, "It's a ____."</li> <li>3. Lay the vocabulary pictures on the floor at the front of the room.</li> <li>4. Divide the class into two teams.</li> <li>5. Invite one student from each team to stand up.</li> <li>6. Say, "Pick up the ____." The two students rush to the front of the room. The first student to grab the correct picture earns a point for their team.</li> <li>7. The student shows the picture to the class and the class repeats, "Pick up the ____."</li> <li>8. The student puts the picture back on the floor and the two students return to their seats.</li> <li>9. Repeat steps 5-8 until every student has a turn to participate.</li> <li>10. The team with the most points wins.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice Vocabulary: <i>Beanbag Toss</i>	7 mins		<b>Vocabulary pictures</b> (green, desk, scissors, sun)  Small bean bag	<ol style="list-style-type: none"> <li>1. Arrange vocabulary pictures face down on the floor. Make sure the pictures are quite far apart.</li> <li>2. Invite a student to toss the beanbag onto a vocabulary picture. (Make it very easy for them.)</li> <li>3. If the student is successful, they turn the picture over and say the word. If they can't remember the word, allow other students to help.</li> <li>4. If the student's toss does not land on a picture, allow the student another turn. If still unsuccessful, let the student choose a picture.</li> <li>5. Remove the picture after each student's turn. Once all pictures are removed, shuffle the pictures and play again until all students have a chance to toss.</li> </ol>	Review the words "green," "desk," "scissors," and "sun."
10. Practice Saying Phrases: <i>Pass the Crayon</i>	8 mins		Crayons	<ol style="list-style-type: none"> <li>1. Arrange students in a circle.</li> <li>2. Review the colors and the word "crayon."</li> <li>3. Give one student a crayon. The students pass the crayon around the circle until the teacher says to stop.</li> <li>4. The class asks the student holding the crayon, "What color is it?"</li> <li>5. The student answers, "It's ____."</li> <li>6. As students become better at answering, add more crayons.</li> </ol>	Review the phrases "What color is it?" and "It's ____."



## Lesson 2: Block B (25 mins)


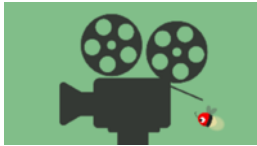
Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <b>Big Picture: G g</b>	5 mins	Unit 7 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture</i> from the Teacher Menu.</li> <li>2. Show the students capital G.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital G."</li> <li>5. Draw capital G in the air with your finger and have the students do it with you.</li> <li>6. Show the students small g.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small g."</li> <li>9. Draw small g in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does G make?"</li> <li>11. Students say the letter sound.</li> <li>12. Show the picture of the goat.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/g/, /g/, goat."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (guitar, girl).</li> </ol>	Review the letters capital G and small g.
12. <b>Dotty's Ditties</b>	5 mins	Unit 7 - Letters tab 	<p><b>Letter pictures</b> (G, g)</p> <p><b>Lyrics</b> Here's how we make a capital G, A capital G, a capital G. Here's how we make a capital G. Let's all do it together.</p> <p>Here's how we make a small letter g, A small letter g, a small letter g. Here's how we make a small letter g. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital G and small g pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

<b>13. Letter Animals Project</b>	13 mins		<p>Letters G and g pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small goat faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with G and g and the cutout goat faces.</li> <li>3. Help students glue the faces on the capital G and small g.</li> <li>4. Have students color their projects.</li> </ol>	
<b>14. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 8 - Song tab 		<b>Teach the Words (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Song)</i> from the Teacher Menu.</li> <li>2. Show the picture of a bat and pretend to swing a bat.</li> <li>3. Say "bat."</li> <li>4. Have the class say "bat" and pretend to swing a bat.</li> <li>5. Say, "This is a bat," and do the action.</li> <li>6. Have the class say, "This is a bat," and do the action.</li> <li>7. Repeat with all the pictures, giving an action for each (bat, cat, ball).</li> <li>8. Continue to review the words until the students are comfortable naming them.</li> </ol>	Learn the phrase "Let's play."
	3 mins	Unit 8 - Song tab 		<b>Teach the Phrase (We do)</b> <ol style="list-style-type: none"> <li>1. Say, "Let's play."</li> <li>2. Have the class repeat, "Let's play."</li> <li>3. Show the picture of a bat and pretend to swing a bat.</li> <li>4. Say, "Let's play with the bat."</li> <li>5. Do the action for bat.</li> <li>6. Have the class repeat the sentence and the action.</li> <li>7. Repeat steps 3-6 with cat and ball.</li> <li>8. Repeat steps 3-6 with all the words several times until the class is comfortable with the sentences and actions.</li> </ol>	

	7 mins			<p><b>Practice (You do)</b></p> <ol style="list-style-type: none"> <li>1. Have the class stand up and spread out in the classroom.</li> <li>2. Stand at the front of the classroom.</li> <li>3. Say, "Let's play with the _____," using one of the vocabulary words.</li> <li>4. Have the class repeat the sentence and do the action.</li> <li>5. Continue to say, "Let's play with the _____," using one of the vocabulary phrases, but randomly don't say, "Let's play with the," before the word (e.g., Simply say "Bat").</li> <li>6. The students only repeat the sentence and do the action if you say, "Let's play with the _____."</li> <li>7. If you don't say, "Let's play with the," and the students say the word and/or do the action, they must sit down.</li> <li>8. Repeat these steps until only one student is left standing.</li> <li>9. The last student standing is the winner.</li> </ol>	
	5 mins	<p>Unit 8 - Song tab</p> 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song "Play, Play, Play" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "Let's play."</li> <li>3. Repeat the video as time allows.</li> </ol>	


**Lesson 1: Block B (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	<p>Unit 8 - Vocabulary tab</p> 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	<p>Learn the words "doll," "blocks," "ball," and "yo-yo."</p>




<p>6. <b>Big Picture (Vocabulary)</b></p>	<p>5 mins</p>	<p>Unit 8 - Vocabulary tab</p> 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
<p>7. <b>Word Flurry</b></p>	<p>5 mins</p>	<p>Unit 8 - Vocabulary tab</p> 		<p><b>Find the Words: (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

Lesson 2: Block A (20 mins)

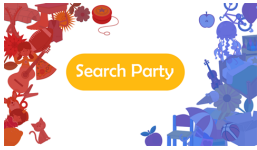
Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>8. <b>Flicker Show</b></p>	<p>5 mins</p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "Let's play."</li> <li>3. Repeat the video as time allows.</li> </ol>	<p>Review the phrase "Let's play."</p>



<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>10. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 8 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<p>11. <b>Sing a Song</b></p>	<p>5 mins</p>	<p>Unit 8 - Song tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song “Play, Play, Play” from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


**Lesson 2: Block B (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>12. <b>Practice Vocabulary:</b> <i>Slap the Word</i></p>	<p>10 min</p>		<p><b>Vocabulary pictures</b> (doll, blocks, ball, yo-yo)</p>	<ol style="list-style-type: none"> <li>1. Review the words. Show each vocabulary picture to the students and have them practice saying the word.</li> <li>2. Put the vocabulary pictures on the board in front of the class.</li> <li>3. Invite two students to come to the front of the room.</li> <li>4. Say one of the vocabulary words that is displayed.</li> <li>5. The first student to touch the picture of the vocabulary word wins.</li> <li>6. Encourage the class to repeat the word after it is found.</li> </ol>	<p>Review the words “doll,” “blocks,” “ball,” and “yo-yo.”</p>

<p><b>13. Search Party</b></p>	<p>8 mins</p>	<p>Unit 8 - Vocabulary tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p><b>14. Goodbye</b></p>	<p>2 mins</p>		<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	<p>Wrap up.</p>




## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins	Unit 8 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Play, Play, Play" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	3 mins			<b>Teach the Action (I do)</b> <ol style="list-style-type: none"> <li>1. Run in place and say, "Run."</li> <li>2. Say the command again and repeat the action.</li> <li>3. Have the class repeat the command and do the action with you.</li> <li>4. Say, "Walk," and walk in place.</li> <li>5. Have the class repeat the command and do the action with you.</li> <li>6. Alternate between saying "run" and "walk," saying each faster and faster.</li> <li>7. Have students repeat the word and do the action.</li> <li>8. Repeat these steps until students understand the action.</li> </ol>	Learn the action "run."  Review actions.

	7 mins			<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Have the class stand in a circle.</li> <li>2. Stand in the middle of the circle.</li> <li>3. Cover your eyes and say, "Run."</li> <li>4. Students repeat the command and slowly run in a circle.</li> <li>5. Say, "Walk!" and uncover your eyes. At the same time, students repeat the command and begin walking.</li> <li>6. Look around the circle for any student who is still running.</li> <li>7. Try to catch any student still running.</li> <li>8. Any student still running will return to their seat and continue saying the commands.</li> <li>9. Repeat steps 3-9 with increasing speed.</li> <li>10. The last student still standing wins the game.</li> <li>11. Repeat the game and allow the winner to stand in the middle of the circle covering their eyes.</li> </ol>	
<b>5. Practice all Actions</b>	7 mins			<p><b>Play a Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Stay silent as you stand up. The class does the action and names the action, "Stand up."</li> <li>2. Stay silent as you sit down. The class does the action and names the action, "Sit down."</li> <li>3. Repeat the pattern with all the actions the students have learned ("stand up," "sit down," "raise your hand," "close," "open," "walk," "pick up the ___," "run").</li> <li>4. Increase the speed of the activity to challenge the students.</li> </ol>	



## Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. <b>Big Picture: Big and Small</b>	7 mins	Unit 8 – Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Big and Small</i> from the Teacher Menu.</li> <li>2. Show the picture of the elephant and ant.</li> <li>3. Point to the elephant and say, “The elephant is big,” and hold your arms out wide.</li> <li>4. The students repeat the sentence while holding their arms out wide.</li> <li>5. Point to the ant and say to the students, “The ant is small,” while holding your hands close together.</li> <li>6. The students repeat the sentence while holding their hands close together.</li> <li>7. Repeat until the students understand “big” and “small.”</li> <li>8. Choose a student to come to the front.</li> <li>9. Show the balls, say “big,” and have the student touch the ball that is big.</li> <li>10. If the student doesn't know, have the rest of the class point to the big ball.</li> <li>11. The class stretches their arms wide and says “big.”</li> <li>12. Repeat steps 8-11 with the small ball.</li> <li>13. Repeat with all the pictures (balls, dogs, apples, books, shirts).</li> </ol>	Learn the words “big” and “small.”
	5 mins		Two pictures (a big and small version) of things the students know (bike, cat, dog, bed, backpack, shirt, pants, book, paper, crayon, apple, chair, ball, etc.), enough for each student to have one picture	<ol style="list-style-type: none"> <li>1. Show the class the pairs of vocabulary pictures for each word.</li> <li>2. Have the class identify the picture that shows the big version of the word.</li> <li>3. Have the class say, “The ___ is big.”</li> <li>4. Repeat steps 2-3 with the small pictures of the word.</li> <li>5. Repeat steps 2-4 with the remaining sets of pictures.</li> </ol>	

<p><b>7. Practice More Words</b></p>	<p>8 mins</p>		<p>Pictures from the activity above</p> <p>Music the students enjoy</p>	<ol style="list-style-type: none"> <li>1. Give each student a picture.</li> <li>2. Have the students hide the picture against themselves so the class can't see it.</li> <li>3. Play the music and have the class dance around the room.</li> <li>4. Randomly stop the music.</li> <li>5. Have the students look at their pictures then find the person who has the other version of the word (e.g., The student with the big dog finds the student with the small dog.).</li> <li>6. Each pair looks at their pictures and decides who has the big version and who has the small version.</li> <li>7. Have a pair of students hold up their pictures.</li> <li>8. Have the student with the small version hold up their picture first and say, "This ___ is small."</li> <li>9. Repeat this step with the big version of the picture.</li> <li>10. Repeat steps 6-8 until all the pairs have shared their pictures.</li> <li>11. Gather the pictures from the students, mix them up, then give each student a new picture.</li> <li>12. Repeat the game as time allows.</li> </ol>	
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Break - 5 mins

## Lesson 2: Block A (25 mins)

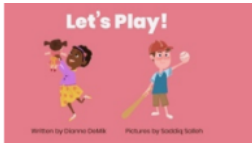
Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Letter Eggs: H</i>	5 mins	Unit 8 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: H</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. Have the class say "H, /h/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. Have the class repeat the sound "/h/" as they are tracing the letter.</li> <li>7. Have the class say "/h/, hat."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. Have the class repeat the sound "/h/" as they are tracing the letter.</li> <li>10. Have the class say "/h/, horse."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital H and small h.
9. <i>Letter Eggs: h</i>	5 mins	Unit 8 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: h</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. Have the class say "h, /h/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. Have the class repeat the sound "/h/" as they are tracing the letter.</li> <li>7. Have the class say "/h/, hat."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. Have the class repeat the sound "/h/" as they are tracing the letter.</li> <li>10. Have the class say "/h/, horse."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	

10. Practice Letters and Sounds: Letter and Picture Formation	2 mins		Letter pictures (H, h, horse, hat)	<b>Play a Letter Game (Set up)</b> <ol style="list-style-type: none"> <li>1. Show the picture of capital H and say “capital H.”</li> <li>2. Have the class repeat “capital H.” Put the picture in front of the class so they can see it.</li> <li>3. Repeat steps 1-2 with small h.</li> <li>4. Show the picture of the horse and say “/h/, /h/, horse.”</li> <li>5. Have the class repeat “/h/, /h/, horse.” Put the picture in front of the class.</li> <li>6. Repeat steps 4-5 with the hat picture.</li> </ol>
	3 mins		Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make letters	<b>Model the Game (I do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of capital H and say “capital H.”</li> <li>2. Make a capital H with play dough or chenille stem.</li> <li>3. Show the letter to the class.</li> <li>4. Have the class repeat “capital H.”</li> <li>5. Repeat steps 2-4 with small h.</li> <li>6. Point to the picture of the horse.</li> <li>7. Make a horse with play dough or chenille stems.</li> <li>8. Show the horse to the class.</li> <li>9. Say “/h/, /h/, horse.”</li> <li>10. Have the class repeat “/h/, /h/, horse.”</li> <li>11. Repeat steps 6-10 with the hat picture.</li> </ol>
	5 mins		Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make letters	<b>Practice the Activity (We do)</b> <ol style="list-style-type: none"> <li>1. Give the students playdough or chenille stems.</li> <li>2. Point to the picture of capital H and say, “Make capital H.”</li> <li>3. Have the class use their playdough or chenille stems to make capital H.</li> <li>4. Walk around and look at the students’ letters.</li> <li>5. Provide feedback as needed.</li> <li>6. When most of the students have finished making the letter, have them point to their letter and say, “This is capital H.”</li> <li>7. Repeat steps 2-6 for small h.</li> <li>8. Point to the picture of the horse and say, “Make a horse.”</li> <li>9. Have the class try to make a horse with their playdough or chenille stems.</li> <li>10. When most of the class is finished making a horse, have the students point to their horse and say “/h/, /h/ horse.”</li> <li>11. Repeat steps 8 - 10 with the picture of the hat.</li> </ol>





	5 mins		<p>Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make letters</p>	<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Randomly say "capital H," "small h," "horse," or "hat."</li> <li>2. Have the class use their play dough or chenille stems to make the letter or object you say.</li> <li>3. Walk around and look at what the students have made.</li> <li>4. Provide feedback as needed.</li> <li>5. When most the of students have finished making their letter or object, point to the picture.</li> <li>6. Have the students check what they made against the picture.</li> <li>7. Have the class point to what they have made and say, "This is _____."</li> <li>8. Repeat steps 1-7 until the class has had enough practice making the letters and objects.</li> </ol>	
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## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Let's Play!</i>	5 mins		Vocabulary pictures (doll, blocks, ball, yo-yo)	<ol style="list-style-type: none"> <li>1. Show the students a vocabulary picture. Say, "What's this?"</li> <li>2. Prompt students to respond, "It's a ____," while doing the action for the word (e.g., They say, "It's a ball," while pretending to throw a ball.).</li> <li>3. Repeat steps 1-2 with each vocabulary picture.</li> <li>4. Put a vocabulary picture in each corner of the room.</li> <li>5. Say, "Let's play!"</li> <li>6. Have the class repeat, "Let's play!"</li> <li>7. Each student runs to a corner of the room and stands by a picture.</li> <li>8. Point to a corner. The students standing in that corner do the action for their picture and say, "Let's play with the ____."</li> <li>9. Repeat step 6 with the other three corners of the room.</li> <li>10. Say, "Let's play!"</li> <li>11. Have the students repeat the phrase and run to a new corner of the room.</li> <li>12. Repeat steps 5-11 until students have been to every corner.</li> </ol>	Share the book <i>Let's Play!</i>
	8 mins	Unit 8 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Let's Play!</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
12. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 8 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Play, Play, Play" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: H h</i>	5 mins	Unit 8 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: H h</i> from the Teacher Menu.</li> <li>2. Show the class capital H.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital H."</li> <li>5. Draw capital H in the air with your finger and have the class do it with you.</li> <li>6. Show the class small h.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small h."</li> <li>9. Draw small h in the air with your finger and have the class do it with you.</li> <li>10. Ask, "What sound does H make?"</li> <li>11. Have the class say the letter sound "/h/."</li> <li>12. Show the picture of the hat.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the class say "/h/, /h/, hat."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (horse, hand).</li> </ol>	Review the letters capital H and small h.

5. "ABC Song"	5 mins	Unit 8 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter H.</li> <li>4. Have the class say "H" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: H h	5 mins	Unit 8 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: H h from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/h/, hat" and "/h/, horse."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 8 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "doll," "blocks," "ball," and "yo-yo."
8. Match Maker	5 mins	Unit 8 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 8 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "Let's play."
10. <i>Speak Up 2</i>	5 mins	Unit 8 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	


Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: H</i>	5 mins	Unit 8 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: H h</i> from the Teacher Menu.</li> <li>2. When capital H appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "capital H."</li> <li>4. Have the class say the sound "/h/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital H, /h/").</li> <li>6. Choose a student to say "capital H, /h/."</li> <li>7. Have the class repeat "capital H, /h/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital H and small h.


<b>12. Decorate the Letter: h</b>	5 mins	Unit 8 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: h</i> from the Teacher Menu.</li> <li>2. When small h appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small h."</li> <li>4. Have the class say the sound "/h/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small h, /h/").</li> <li>6. Choose a student to say "small h, /h/."</li> <li>7. Have the class repeat "small h, /h/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<b>13. Dotty's Ditties</b>	5 mins	Unit 8 - Letters tab 	<p><b>Letter pictures</b> (H, h)</p> <p><b>Lyrics</b> Here's how we make a capital H, A capital H, a capital H. Here's how we make a capital H. Let's all do it together.</p> <p>Here's how we make a small letter h, A small letter h, a small letter h. Here's how we make a small letter h. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<b>14. "abc Song"</b>	5 mins	Unit 8 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small h.</li> <li>4. Have the class say "h" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	

## Lesson 2: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. Practice a Phrase: <i>Let's Play With Toys</i>	8 mins		Toys or vocabulary pictures of toys that the students are familiar with  Box  Music the students enjoy	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Put the toys in the middle of the circle.</li> <li>3. Choose one student to pick a toy.</li> <li>4. The student takes the toy back to where they were sitting.</li> <li>5. Play music.</li> <li>6. When the music starts, have the students pass the toy around the circle.</li> <li>7. Randomly stop the music.</li> <li>8. The student with the toy stands up and holds the toy for the class to see.</li> <li>9. The class says, "Let's play with the ____."</li> <li>10. The student holding the toy puts it back in the center of the circle and chooses a new toy.</li> <li>11. Repeat steps 5-11.</li> </ol>	Review the phrase "Let's play."
16. Show What You Learned: <i>Toy Box</i>	10 mins	Unit 8 – Song tab 	<i>Toy Box</i> project for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student the <i>Toy Box</i> project.</li> <li>2. Play the song "Play, Play, Play" from the Teacher Menu and have students point to the toys on their projects as they hear the toys mentioned in the song.</li> <li>3. Have the students color the toy box and the toys.</li> <li>4. Have the students show their projects to a partner and say, "Let's play with the ____."</li> <li>5. Tell the students to take their projects home and name the toys for their families.</li> </ol>	
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	4 mins	Unit 8 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Play, Play, Play" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Pre-Reading Activity: <i>Water, Water, Everywhere</i>	8 mins		An inflated balloon for each student  Music the students like	<ol style="list-style-type: none"> <li>1. Hold up a balloon and say "balloon."</li> <li>2. Have the class repeat "balloon."</li> <li>3. Hold the balloon out in front of you.</li> <li>4. Say the command, "Watch!"</li> <li>5. Point to your eyes then point at the balloon.</li> <li>6. Say, "Let's play!" and throw/hit the balloon up in the air.</li> <li>7. Catch the balloon.</li> <li>8. Give each student an inflated balloon.</li> <li>9. Have the class say, "Let's play!" and then throw/hit their balloons up in the air and try to catch them.</li> <li>10. Play the music and have the students dance and play with their balloons.</li> <li>11. Randomly stop the music.</li> <li>12. Repeat steps 9-11 multiple times.</li> <li>13. As the students are more comfortable saying, "Let's play!" have them say, "Let's play with a balloon!"</li> </ol>	Share the book <i>Water, Water, Everywhere</i> .



<p>5. Pre-Reading Activity: <b>Water, Water, Everywhere</b></p>	<p>8 mins</p>	<p>Unit 8 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Show the book <i>Water, Water, Everywhere</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
<p>6. Learn about Grit</p>	<p>5 mins</p>	<p>Unit 8 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value grit.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask the class what they see on each card as it is flipped.</li> </ol> <p>For example:                      Card 1: "What is happening in this picture?" ("A boy is building a tall tower.")                      Card 2: Point to the boy blowing. "What is this boy doing?" ("He's blowing the blocks down.")                      Card 3: "What happened?" ("The blocks fell.") Point to the boy with the red hair. "How does this boy feel?" ("He's sad.")                      Card 4: "Now what happened?" ("The other boy builds the tower again.") "How is this tower different?" ("It doesn't fall even when the fan blows on it.") Point to the boy who built the tower. "How does this boy feel?" ("He feels happy.")</p> <ol style="list-style-type: none"> <li>6. Say, "You have grit when you keep trying. When you keep trying, you feel joy!"</li> <li>7. As a class, loudly chant, "Have grit!" three times.</li> </ol>	<p>Learn the value grit.</p>

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Practice More Words and Actions: <i>Small Cat, Big Bear</i>	5 mins		Pictures of a bear and a cat	<ol style="list-style-type: none"> <li>1. Show the picture of the bear.</li> <li>2. Stretch your arms tall and wide and make a growling sound.</li> <li>3. Say "Big bear. Grrr!"</li> <li>4. Have the class say "Big bear. Grrr!"</li> <li>5. Pretend to be scared, say, "Run!" and run in place.</li> <li>6. Have the class pretend to be scared, say, "Run," and run in place.</li> <li>7. Show the picture of the cat.</li> <li>8. Quietly say "Small cat. Meow," and pretend to pet a cat.</li> <li>9. Have the class say "Small cat. Meow," and pretend to pet a cat.</li> <li>10. Repeat steps 2-9 multiple times until the class is comfortable with all the phrases.</li> </ol>	Review the words "big" and "small."
	10 mins			<ol style="list-style-type: none"> <li>1. Have the students sit in a circle.</li> <li>2. Walking along the outside of the circle, softly place your hand on each student's head and quietly say "Small cat."</li> <li>3. Now place your hand on a random student's head and loudly say "Big bear! Grrr!"</li> <li>4. Have the class shout, "Run!"</li> <li>5. Have the student jump up and chase you in the same direction around the circle.</li> <li>6. Try to run completely around the outside of the circle and sit in the spot the student was in before the student catches you.</li> <li>7. If you get back to the spot and sit before the student catches you, the student now moves around the circle, tapping students on the head and saying "Small cat."</li> <li>8. If the student taps you before you sit down, restart the game with step 2.</li> <li>9. Repeat the game as time allows.</li> </ol>	Review the action "run."

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Practice Vocabulary: What's Missing</b>	7 mins		<b>Vocabulary pictures</b> (doll, blocks, ball, yo-yo)	<ol style="list-style-type: none"> <li>1. Show the students a vocabulary picture.</li> <li>2. Ask, "What's this?"</li> <li>3. Choose a student to answer.</li> <li>4. When the student says the word correctly, ask all of the students to repeat.</li> <li>5. Put the vocabulary picture on the board.</li> <li>6. Repeat this for each word.</li> <li>7. Have the class close their eyes while you remove one picture.</li> <li>8. Have the class open their eyes. Ask if they know which vocabulary picture is missing.</li> <li>9. When a student guesses the correct picture, show the vocabulary picture and encourage the students to say the word aloud.</li> <li>10. Put the vocabulary picture back on the board. Tell the students to close their eyes while you remove another picture.</li> <li>11. Repeat these steps several times.</li> </ol>	Review the words "doll," "blocks," "ball," and "yo-yo."
<b>9. Practice the Phrase: Let's Play!</b>	8 mins		Toys or vocabulary pictures of toys familiar to the students	<ol style="list-style-type: none"> <li>1. Hold up each of the toys and ask the class to say the word.</li> <li>2. After reviewing each of the toys, choose one toy to model the phrase.</li> <li>3. Hold up the toy and model the phrase (e.g., "Let's play with the doll.&gt;").</li> <li>4. Students repeat the phrase.</li> <li>5. Choose one student to come to the front.</li> <li>6. Have the student choose a toy.</li> <li>7. Have the student show the class the toy they chose.</li> <li>8. Have the student practice the phrase with the toy they chose.</li> <li>9. Have the class repeat the phrase.</li> <li>10. The student returns the toy.</li> <li>11. Repeat steps 6-10 until all of the students choose a toy and say the phrase.</li> </ol>	Review the phrase "Let's play."

## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <b>Big Picture: H h</b>	5 mins	Unit 8 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: H h</i> from the Teacher Menu.</li> <li>2. Show the students capital H.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital H."</li> <li>5. Draw capital H in the air with your finger and have the students do it with you.</li> <li>6. Show the students small h.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small h."</li> <li>9. Draw small h in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does H make?"</li> <li>11. Students say the letter sound.</li> <li>12. Show the picture of the hat.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/h/, /h/, hat."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (horse, hand).</li> </ol>	Review the letters capital H and small h.
11. <b>Dotty's Ditties</b>	5 mins	Unit 8 - Letters tab 	<p><b>Letter pictures</b> (H, h)</p> <p><b>Lyrics</b> Here's how we make a capital H, A capital H, a capital H. Here's how we make a capital H. Let's all do it together.</p> <p>Here's how we make a small letter h, A small letter h, a small letter h. Here's how we make a small letter h. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital H and small h pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

12. <b>Letter Animals Project</b>	13 mins		<p>Letters H and h pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small horse faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital H and small h and the cutout horse faces.</li> <li>3. Help students glue the faces on the capital H and small h.</li> <li>4. Have the students color their projects.</li> </ol>	
13. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins		A soft ball or other toy  Crayon	<b>Teach the Words (I do)</b> <ol style="list-style-type: none"> <li>With your classroom aide or another adult, walk past each other and pretend to accidentally bump into each other.</li> <li>Say, "I'm sorry!"</li> <li>Have the class repeat, "I'm sorry."</li> <li>Have the aide say, "It's OK."</li> <li>Have the class repeat, "It's OK."</li> <li>Carrying a soft toy, pretend to trip and toss the toy at a student.</li> <li>Say, "I'm sorry!"</li> <li>Have the class repeat, "I'm sorry."</li> <li>Have the student say, "It's OK."</li> <li>Have the class repeat, "It's OK."</li> <li>Start to pass a crayon to a student and drop it.</li> <li>Say, "I'm sorry."</li> <li>Have the class repeat, "I'm sorry."</li> <li>Have the student say, "It's OK."</li> <li>Have the class repeat, "It's OK."</li> <li>Repeat steps 11-15 with several more students.</li> </ol>	Learn the phrase "I'm sorry."

	5 mins		Crayons	<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Have the students get into pairs.</li> <li>2. Give one student in the pair a crayon.</li> <li>3. Have the student with the crayon try to hand it to the other student in the pair but drop it.</li> <li>4. Have the student that dropped the crayon say, "I'm sorry."</li> <li>5. Have the other student say, "It's OK."</li> <li>6. Have the student who said, "It's OK," pick up the crayon.</li> <li>7. Have the students repeat steps 3-6 several times, switching roles each time.</li> </ol>	
	5 mins	Unit 9 - Song tab 		<p><b>Review (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Song)</i> from the Teacher Menu.</li> <li>2. Say, "I'm sorry, so sorry."</li> <li>3. Students say, "I'm sorry, so sorry."</li> <li>4. Show the picture of fixing a broken doll.</li> <li>5. Say, "Sorry that I broke your doll."</li> <li>6. Students repeat, "Sorry that I broke your doll."</li> <li>7. Repeat with all the pictures ("Sorry that I broke your doll," "Sorry that I took your ball," "Sorry that I hurt your hand.").</li> <li>8. Continue to review the pictures until the students are comfortable saying them.</li> </ol>	
	5 mins	Unit 9 - Song tab 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song "Sorry" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	
<b>4. Flicker Show</b>	5 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "I'm sorry."</li> <li>3. Repeat the video as time allows.</li> </ol>	





Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 9 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap a picture highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all of the pictures have been selected.	Learn the numbers "1," "2," "3," "4," and "5."
6. <i>Big Picture (Vocabulary)</i>	5 mins	Unit 9 - Vocabulary tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first vocabulary word. 3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it. 4. Have the class repeat the word three times. 5. Repeat these steps with each vocabulary word. 6. Repeat steps 2-5. This time have the class identify the pictures before tapping them. 7. Invite individual students to come and tap each picture to confirm the answer.	
7. <i>Word Flurry</i>	5 mins	Unit 9 - Vocabulary tab 		<b>Find the Words: (You do)</b> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When the audio says, "Tap ___," ask the class to repeat the word aloud (e.g., "Tap 1."). 3. Ask the class if they see the picture on the screen. 4. Choose two students to race to the screen and tap the picture. 5. Repeat steps 2-4 until the activity ends. 6. Repeat the activity until each student has had a turn.	

Break - 5 mins

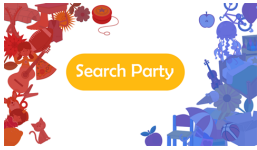


### Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Flicker Show</i>	5 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "I'm sorry."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrase "I'm sorry."
9. <i>Speak Up 1</i>	5 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 9 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Sorry" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


### Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. Practice Vocabulary: <i>Slap the Word</i>	10 min		Vocabulary pictures (1, 2, 3, 4, 5)	<ol style="list-style-type: none"> <li>1. Review the numbers. Show each number to the students and have them practice saying the number.</li> <li>2. Put the numbers on the board in front of the class.</li> <li>3. Invite two students to come to the front of the room.</li> <li>4. Say one of the numbers that is displayed.</li> <li>5. The first student to touch the number wins.</li> <li>6. Encourage the class to repeat the number after it is found.</li> </ol>	Review the numbers "1," "2," "3," "4," and "5."

<p><b>13. Search Party</b></p>	<p>8 mins</p>	<p>Unit 9 - Vocabulary tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<p><b>14. Goodbye</b></p>	<p>2 mins</p>		<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	<p>Wrap up.</p>





## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 9 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Sorry" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins			<p><b>Learn the phrase (I do)</b></p> <ol style="list-style-type: none"> <li>1. Say, "Jump," and do the action.</li> <li>2. Say the command again and repeat the action.</li> <li>3. Have the class say the command and do the action.</li> <li>4. Say, "Sit down."</li> <li>5. Have the class say the command and do the action.</li> <li>6. Say, "Stand up."</li> <li>7. Have the class say the command and do the action.</li> <li>8. Say, "Jump."</li> <li>9. Have the class say the command and do the action.</li> <li>10. Repeat steps 4-9 several times until the class is comfortable saying and doing the actions.</li> </ol>	Learn the action "jump."

<b>5. Practice an Action:</b> <b>Alphabet Jump</b>	10 mins		Each letter of the alphabet on its own sheet of paper  Papers in alphabetical order taped on the floor	<b>Review (We do)</b> <ol style="list-style-type: none"> <li>1. Choose a student to stand by the first paper with the letter A on it.</li> <li>2. Have the student say the name of the letter.</li> <li>3. After the student says the correct letter name, have the class say, "Jump!"</li> <li>4. The student jumps onto the paper with the letter A.</li> <li>5. The student looks at the next letter and says the letter name "B."</li> <li>6. If the student is correct, the class yells "Jump!"</li> <li>7. The student continues these steps until they either say the whole alphabet or they incorrectly say one of the letter names.</li> <li>8. Repeat the activity with a different student until every student has had a turn to jump.</li> </ol>	
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### Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>6. Dotty's Ditties</b>	5 mins	Unit 9 – Resources tab  	<b>Lyrics</b> Pat your head fast, fast, SLOW; Fast, fast, SLOW; fast, fast, SLOW. Now it's time for us to go, Fast and SLOW.	<ol style="list-style-type: none"> <li>1. Teach students the words and actions ("pat," "head," "fast," "slow").</li> <li>2. Repeat several times until the students know some of the words and can do the actions.</li> <li>3. Substitute other words/actions (e.g., "shake your head," "jump").</li> <li>4. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>5. Students sing and do the actions.</li> </ol>	
<b>7. Learn More Words</b>	5 mins			<ol style="list-style-type: none"> <li>1. Review the words "fast," "slow," "walk," "run," and "jump."</li> <li>2. Model doing each action ("walk," "run," "jump") fast and slow.</li> <li>3. Arrange students in a circle.</li> <li>4. Have the students do an action ("walk," "run," "jump").</li> <li>5. Say "fast," or "slow."</li> <li>6. The students repeat "fast," or "slow," and perform the action fast or slow.</li> <li>7. Repeat with different actions, switching between fast and slow.</li> <li>8. If the students are having fun, choose different students to say "fast" and "slow."</li> </ol>	Learn the words "fast" and "slow."

<p>8. <i>Show me, Miss Daisy</i></p>	<p>10 mins</p>	<p>Unit 1 – Resources tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Show me, Miss Daisy</i> from the Teacher Menu. (Go to the Unit 1 Resources tab.)</li> <li>2. When Miss Daisy says “Hi,” have the class reply “Hi.”</li> <li>3. Have the class say “Hi” to all the bugs with Miss Daisy.</li> <li>4. When Miss Daisy runs, have the class stand up and run fast in place.</li> <li>5. When Miss Daisy stops running, have the class run slow.</li> <li>6. When Miss Daisy jumps, have the class jump with her fast and slow.</li> <li>7. When Wrigley eats fast, have the class pretend to eat fast.</li> <li>8. When Miss Daisy eats slow, have the class eat slow.</li> <li>9. When Miss Daisy says “Bye” to Webster, have the class say “Bye.”</li> <li>10. When Dotty and Miss Daisy dance, have the class dance with them fast and slow.</li> <li>11. When Miss Daisy says “Goodbye,” have the class say “Goodbye.”</li> <li>12. Play the video again to help the class understand the language and hear the target words.</li> <li>13. Discuss the video with the class.</li> <li>14. Have the class do the different actions fast and slow (e.g., “Run fast!” “Jump slow!”).</li> </ol>	
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Break - 5 mins

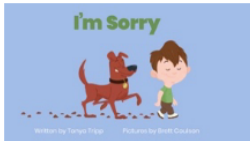
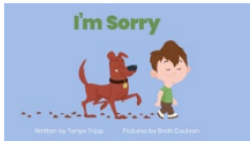
## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Letter Eggs: l</i>	5 mins	Unit 9 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: l</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "l, /l/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/l/" as they are tracing.</li> <li>7. The class says "/l/, igloo."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/l/" as they are tracing.</li> <li>10. The class says "/l/, iguana."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital l and small i.
10. <i>Letter Eggs: i</i>	5 mins	Unit 9 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: i</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "i, /i/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/i/" as they are tracing.</li> <li>7. The class says "/i/, igloo."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound "/i/" as they are tracing.</li> <li>10. The class says "/i/, iguana."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	

11. Practice Letters and Sounds: <i>Alphabet Hunt</i>	2 mins		<b>Letter pictures</b> (l, i, iguana, igloo)	<b>Play a Letter Game (Set up)</b> 1. Show the picture of capital l and say “capital l.” 2. Have the class repeat “capital l.” Put the picture on the board in front of the class. 3. Repeat steps 1-2 with small i. 4. Show the picture of the iguana and say “/i/, /i/, iguana.” 5. Have the class repeat “/i/, /i/, iguana.” Put the picture on the board. 6. Repeat steps 4-5 with the igloo picture.
	3 mins		<b>Letter pictures</b> (l, i)	<b>Review the Letters (I do)</b> 1. Point to the picture of capital l. 2. Say, “It’s capital l.” 3. Then ask the class, “What’s this?” 4. Have the class repeat, “It’s capital l.” 5. Point to the picture of small i. 6. Say, “It’s small i.” 7. Then ask the class, “What’s this?” 8. Have the class repeat, “It’s small i.” 9. Repeat several times until the students are comfortable identifying the capital and small letters.
	5 mins		<b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, l, i)	<b>Model the Game (We do)</b> 1. Put the previously learned letter cards on the board so the students can see them. 2. Review the letter names with the class. 3. Say one of the letter names, grab the picture, and hold it up. 4. Choose two students to come to the front. 5. Say a letter name and have the students race to grab the picture. 6. Have the student who grabbed the letter first hold it up for the class to see. 7. Ask, “What letter is this?” 8. Have the class say, “It’s ____ ____” (e.g., “It’s capital B.”). 9. If the student grabbed the correct letter, have both students sit back down. 10. If the student grabbed the wrong letter, have both students try again. 11. Repeat steps 4-10 with several sets of students until the class understands the game.

	5 mins		<b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i)	<b>Play the Game (You do)</b> <ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Have each group form a line.</li> <li>3. Call out one of the letters.</li> <li>4. Have the first student in each line race to find the letter.</li> <li>5. The first student to find the letter and hold it up earns a point for their team.</li> <li>6. Have the class says, "It's ____ ____," (e.g., "It's capital B.").</li> <li>7. Put the letter back on the board in a new spot.</li> <li>8. Repeat steps 3-7 until all of the students have a chance to race to find a letter.</li> <li>9. The team with the most points wins.</li> </ol>	
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## Lesson 2: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <i>I'm Sorry</i>	5 mins	Unit 9 - Books tab 	<b>Vocabulary pictures</b> (doll, blocks, ball, yo-yo)	<ol style="list-style-type: none"> <li>1. Show the book <i>I'm Sorry</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>I'm Sorry</i> .
	8 mins	Unit 9 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>I'm Sorry</i> from the Teacher Menu.</li> <li>2. Divide the class into three groups.</li> <li>3. Assign each group to be one of the characters from the story: the dog, boy, and mom.</li> <li>4. Read through the book, having the groups act out the story.</li> <li>5. Have the group say the appropriate line after the narrator.</li> <li>6. After finishing the story, assign each group a new character and read the story again.</li> <li>7. Read the story several more times, changing groups' characters each time.</li> </ol>	





				<p><b>Script:</b></p> <p>Page 1:          Mom: (Mop the floor.)          Boy: <b>"Good morning, Mom."</b>          Dog: (Walk.)</p> <p>Page 2:          Mom: (Point at dog.)          Boy: <b>"Oops."</b>          Dog: (Look sorry.)</p> <p>Page 3:          Mom: (Hand on hip.)          Boy: <b>"I'm sorry."</b></p> <p>Page 4:          Mom: <b>"It's okay."</b>          Boy: (Clean the floor.)          Dog: (Jump.)</p> <p>Page 5:          Boy: <b>"Here's the milk."</b></p> <p>Page 6:          Boy: <b>"Oops."</b>          Dog: (Cover eyes.)</p> <p>Page 7:          Mom: (Hand on hip.)          Boy: <b>"I'm sorry."</b></p> <p>Page 8:          Mom: <b>"It's okay."</b>          Boy: (Mop the floor.)          Dog: (Pretend to lick.)</p> <p>Page 9:          Mom: <b>"I can help."</b> (Pour milk.)</p> <p>Page 10:          Mom: <b>"Here you go."</b>          Boy: (Look surprised.)</p> <p>Page 11:          Mom: (Hold cereal.)          Boy: <b>"Mom!"</b></p> <p>Page 12:          Mom: <b>"Oops."</b>          Boy: (Hold a bowl.)</p> <p>Page 13:          Mom: <b>"I'm sorry."</b>          Boy: (Smile.)</p> <p>Page 14:          Mom: (Hold a bowl.)          Boy: <b>"It's okay."</b>          Mom and Boy: (Point to dog and laugh.)          Dog: (Eat cereal.)</p>	
<p>13. Goodbye</p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 9 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Sorry" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Big Picture: I i	5 mins	Unit 9 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: I i</i> from the Teacher Menu.</li> <li>2. Show the students capital I.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital I."</li> <li>5. Draw capital I in the air with your finger and have the students do it with you.</li> <li>6. Show the students small i.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small i."</li> <li>9. Draw small i in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does i make?"</li> <li>11. Students say the letter sound "/i/."</li> <li>12. Show the picture of the iguana.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/i/, /i/, iguana."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (igloo).</li> </ol>	Review the letters capital I and small i.

5. "ABC Song"	5 mins	Unit 9 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter I.</li> <li>4. Have the class say "I" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: Ii	5 mins	Unit 9 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: Ii from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/i/, igloo" and "/i/, iguana."</li> </ol>	

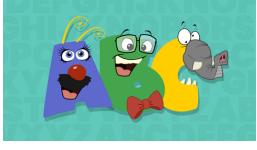
## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 9 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the numbers "1," "2," "3," "4," and "5."
8. Match Maker	5 mins	Unit 9 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "I'm sorry."
10. <i>Speak Up 2</i>	5 mins	Unit 9 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: l</i>	5 mins	Unit 9 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: l</i> from the Teacher Menu.</li> <li>2. When capital l appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "capital l."</li> <li>4. Have the class say the sound "/i/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital l, /i/").</li> <li>6. Choose a student to say "capital l, /i/."</li> <li>7. Have the class repeat "capital l, /i/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital l and small i.


<p>12. <b>Decorate the Letter: i</b></p>	<p>5 mins</p>	<p>Unit 9 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: i</i> from the Teacher Menu.</li> <li>2. When small i appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "small i."</li> <li>4. Have the class say the sound "/i/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small i, /i/").</li> <li>6. Choose a student to say "small i, /i/."</li> <li>7. Have the class repeat "small i, /i/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <b>Dotty's Ditties</b></p>	<p>5 mins</p>	<p>Unit 9 - Letters tab</p>  <p><b>Lyrics:</b> Here's how we make a capital I, A capital I, a capital I. Here's how we make a capital I. Let's all do it together.</p> <p>Here's how we make a small letter i, A small letter i, a small letter i. Here's how we make a small letter i. Let's all do it together.</p>	<p><b>Letter pictures</b> (I, i)</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. <b>"abc Song"</b></p>	<p>5 mins</p>	<p>Unit 9 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small i.</li> <li>4. Have the class say, "i" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	



## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Practice a Phrase:</b> <i>Musical Chairs</i>	8 mins		Music the students enjoy	<ol style="list-style-type: none"> <li>Put the students' chairs in a circle facing outward.</li> <li>Remove one chair from the circle so there is one less chair than students.</li> <li>Start the music.</li> <li>Have the class walk around the chairs.</li> <li>Stop the music.</li> <li>Have the students quickly find a chair and sit down.</li> <li>Have the students who are sitting say, "I'm sorry," to the student who is still standing.</li> <li>The student who is still standing is out.</li> <li>Have that student stand by you.</li> <li>Repeat steps 2-9 until only one student has a chair. That student is the winner.</li> </ol>	Review the phrase "I'm sorry."
<b>16. Show What You Learned:</b> <i>I'm Sorry</i>	10 mins		<p><i>I'm Sorry</i> project for each student with the two pictures already cut out</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>Give each student the <i>I'm Sorry</i> project pictures and crayons.</li> <li>Point to the first picture and say, "Oops! I'm sorry."</li> <li>The class repeats the phrase.</li> <li>Point to the second picture and say, "Oops! I'm sorry."</li> <li>The class repeats the phrase.</li> <li>Have the students color their pictures.</li> <li>Choose a student to come to the front, act out one of the pictures, and say, "Oops! I'm sorry."</li> <li>The class holds up their pictures and points to the one the student is acting out.</li> <li>The class says, "Oops. I'm sorry."</li> <li>Repeat with several students.</li> </ol>	
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>Wrap up the class.</li> <li>Say "Goodbye" and wave to the class.</li> <li>Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 9 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Sorry" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Pre-Reading Activity: <i>Apples for Grandma</i>	10 mins		Four apples or four pictures of an apple	<ol style="list-style-type: none"> <li>1. Hold the four apples in your hands. Say, "I have four apples."</li> <li>2. Have the class repeat, "I have four apples."</li> <li>3. Have the class count the apples as you show each one, "one, two, three, four."</li> <li>4. Have the class cover their eyes.</li> <li>5. Walk around the room and give random students an apple. Say, "I have an apple," as you give away the apples.</li> <li>6. When you run out of apples, return to the front of the class.</li> <li>7. Have the class open their eyes.</li> <li>8. Say, "I'm sorry. I have no apples."</li> <li>9. Have the students with apples stand up, hold up their apple, and say, "I have an apple."</li> <li>10. Have the students with apples come to the front of the room.</li> <li>11. Have the students still seated cover their eyes again.</li> <li>12. Repeat the activity, this time having the students with apples distribute the apples and say the sentence, "I have an apple."</li> <li>13. Repeat the activity until every student has had a turn to give an apple.</li> </ol>	Share the book <i>Apples for Grandma</i> .

<b>5. Apples for Grandma</b>	5 mins	Unit 9 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Apples for Grandma</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
<b>6. Learn about Responsibility</b>	5 mins	Unit 9 - Value tab 		<ol style="list-style-type: none"> <li>1. Play the video until the first decision.</li> <li>2. Invite a student to tap an option and have students continue to watch the animation.</li> <li>3. Talk about each part of the story. Use language the students understand to discuss the value.</li> <li>4. After the animation, say, "When you do what your parents and teachers ask you to do, you are being responsible. When you are responsible, you feel joy!"</li> <li>5. As a class, loudly chant, "Be responsible!" three times.</li> </ol>	Learn the value responsibility.

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. Practice More Words and Actions</b>	7 mins		Pictures for jump, run, walk, stand up, sit down, raise your hand  Pictures for slow and fast, three of each	<ol style="list-style-type: none"> <li>1. Put the action pictures in a pile at the front of the room.</li> <li>2. Next to the pile of actions, make a pile of the fast and slow pictures.</li> <li>3. Choose a student to come to the front and select one paper from each stack (e.g., a picture of run and a picture of slow).</li> <li>4. Say the two pictures the student selected (e.g., "Run slow.").</li> <li>5. Have the class repeat the command and do the action.</li> <li>6. Repeat the activity until each student has a turn choosing two papers.</li> </ol>	Review the words "fast" and "slow."  Review the actions "jump," "run," "walk," "stand up," "sit down," and "raise your hand."
	8 mins		Pictures for jump, run, walk, stand up, sit down, raise your hand	<ol style="list-style-type: none"> <li>1. Using the pile of action pictures, have a student come to the front and choose an action (e.g., the picture for jump).</li> <li>2. Have the student say the action they chose.</li> <li>3. Have the class repeat and do the action.</li> <li>4. After the class has done the action, have the student tell the class to do the action again, this time "fast" or "slow" (e.g., "Jump slow.").</li> <li>5. Have the class repeat the command and do the action.</li> <li>6. Allow every student to have a turn choosing an action.</li> </ol>	





Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Practice Vocabulary: Bean Bag Toss</b>	7 mins		<b>Vocabulary pictures</b> (1, 2, 3, 4, 5)  Small bean bag	<ol style="list-style-type: none"> <li>1. Arrange the numbers face down on the floor. Make sure the numbers are quite far apart.</li> <li>2. Invite a student to toss the beanbag onto a number. (Make it very easy for them.)</li> <li>3. If the student is successful, they turn the picture over and say the number. If they can't remember the number, allow other students to help.</li> <li>4. If the student's toss does not land on a number, allow the student another turn. If still unsuccessful, let the student choose a number.</li> <li>5. Remove the number after each student's turn.</li> <li>6. Once all numbers are removed, shuffle the numbers and play again until all students have a chance to toss.</li> </ol>	Review the numbers "1," "2," "3," "4," and "5."
<b>9. Practice the Phrase: I'm Sorry.</b>	8 mins		A ball or object the students can take from each other	<ol style="list-style-type: none"> <li>1. Review the phrase "I'm sorry."</li> <li>2. Choose a student to hold the ball.</li> <li>3. Choose a second student to take the ball from the first student.</li> <li>4. Have the second student give the ball back to the first student and say, "I'm sorry."</li> <li>5. The first student gives the ball to the second student.</li> <li>6. Choose another student to come up and take the ball.</li> <li>7. Repeat until all students have had the chance to say, "I'm sorry."</li> </ol>	Review the phrase "I'm sorry."



## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Big Picture: I i</i>	5 mins	Unit 9 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: I i</i> from the Teacher Menu.</li> <li>2. Show the students capital I.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital I."</li> <li>5. Draw capital I in the air with your finger and have the students do it with you.</li> <li>6. Show the students small i.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small i."</li> <li>9. Draw small i in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does i make?"</li> <li>11. Students say the letter sound.</li> <li>12. Show the picture of the igloo.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/i/, /i/, igloo."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (iguana).</li> </ol>	Review the letters capital I and small i.
11. <i>Dotty's Ditties</i>	5 mins	Unit 9 - Letters tab 	<p><b>Letter pictures</b> (I, i)</p> <p><b>Lyrics</b> Here's how we make a capital I, A capital I, a capital I. Here's how we make a capital I. Let's all do it together.</p> <p>Here's how we make a small letter i, A small letter i, a small letter i. Here's how we make a small letter i. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital I and small i pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	


<b>12. Letter Animals Project</b>	13 mins		<p>Letters l and i pages for each student</p> <p>A sample of the completed project</p> <p>Precut big and small iguana faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with l and i and the cutout iguana faces.</li> <li>3. Help students glue the faces on the capital l and small i.</li> <li>4. Have students color their projects.</li> </ol>	
<b>13. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins		<b>Vocabulary pictures</b> (yellow, red, blue, green, white, pink)	<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Hold up a color, smile big, and say, "I like ____," (e.g., "I like pink.&gt;").</li> <li>Have the class smile and repeat, "I like ____."</li> <li>Hold up another color, frown, shake your head, and say, "I don't like ____," (e.g., "I don't like yellow.&gt;").</li> <li>Have the class frown, shake their heads, and repeat, "I don't like ____."</li> <li>Say the phrases 2-3 more times using different colors. Have the students repeat each time.</li> </ol>	Learn the phrases "I like ____" and "I don't like ____."
	5 mins		<b>Vocabulary pictures</b> (yellow, red, blue, green, white, pink)	<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>Invite a student to the front of the room.</li> <li>Hand the student a color.</li> <li>Have the student make the appropriate face and say, "I like ____," or "I don't like ____," depending on their preference.</li> <li>Have the class repeat the phrase while making the appropriate face.</li> <li>Repeat the activity until each student has had a turn and the class is comfortable with the phrases.</li> </ol>	

	5 mins		<b>Vocabulary pictures</b> (yellow, red, blue, green, white, pink)	<b>Review (You do)</b> 1. Arrange students in a circle. 2. Hold up a color and say, "I like ____." 3. Turn to the student next to you and hand them the color. 4. Have the student say either, "I like ____," or "I don't like ____," depending on their preference. 5. Have the student turn to the next student in the circle and pass them the color. 6. Continue the pattern until the color has been passed around the circle. 7. Repeat the activity with multiple colors as time allows.	
	5 mins	Unit 10 - Song tab 		<b>Sing (You do)</b> 1. Play the song "Rap Battle" from the Teacher Menu. 2. Have the students nod or shake their heads when they see the kids in the song doing it. 3. If students are enjoying the song, play it one more time and see if students can sing some of the words.	
4. <i>Flicker Show</i>	5 mins	Unit 10 - Speaking tab 		1. Play <i>Flicker Show</i> from the Teacher Menu. 2. Have the class repeat the target phrases "I like ____," and "I don't like ____." 3. Repeat the video as time allows.	


### Lesson 1: Block B (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 10 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap an object highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all of the objects have been selected.	Learn the words "white," "pink," "socks," and "dress."

6. <i>Big Picture (Vocabulary)</i>	5 mins	Unit 10 - Vocabulary tab 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
7. <i>Word Flurry</i>	5 mins	Unit 10 - Vocabulary tab 		<p><b>Find the Words: (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud (e.g., "Tap 1.&gt;").</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

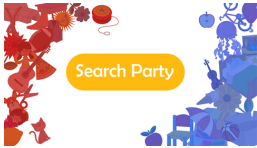
## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Flicker Show</i>	5 mins	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "I like ____," and "I don't like ____."</li> <li>3. Repeat the video at time allows.</li> </ol>	Review the phrases "I like ____" and "I don't like ____."

<b>9. <i>Speak Up 1</i></b>	5 mins	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<b>10. <i>Speak Up 2</i></b>	5 mins	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<b>11. Sing a Song</b>	5 mins	Unit 10 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “Rap Battle” from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>12. Practice Vocabulary: Choose a Picture</b>	10 min		<b>Vocabulary pictures</b> (teacher’s choice for review)	<ol style="list-style-type: none"> <li>1. Review the vocabulary with the students.</li> <li>2. Model the phrases using two vocabulary pictures (e.g., “I like dogs. I don’t like cats.”).</li> <li>3. Select a student to come up and select one vocabulary picture they like and one they don’t like.</li> <li>4. Have the student hold the pictures and say, “I like _____. I don’t like _____.”</li> <li>5. Repeat until all the students have had a chance.</li> </ol>	Review the words “white,” “pink,” “socks,” and “dress.”

13. <i>Search Party</i>	8 mins	Unit 10 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 10 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Rap Battle" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins		Paper or the board  Crayons or markers	<b>Learn the phrase (I do)</b> <ol style="list-style-type: none"> <li>1. Act out drawing on a piece of paper and say, "Draw."</li> <li>2. Say the command again and repeat the action.</li> <li>3. Have the students repeat the command and do the action with you.</li> <li>4. Invite a student to the front of the room.</li> <li>5. Hand them a paper and pencil or marker for the board and say, "Draw a square."</li> <li>6. Have the class repeat, "Draw a square."</li> <li>7. Have the student draw a square on a paper or on the board.</li> <li>8. Have the class draw the shape in the air.</li> <li>9. Choose a few more students to draw shapes or simple objects (e.g., a heart, circle, star, apple, ball).</li> <li>10. Have the class repeat the phrase and draw on different places (e.g., the floor, their arm, their leg, a partner's back) each time.</li> </ol>	Learn the action "draw."

5. Practice an Action: <i>Draw a Shape</i>	5 mins		Paper Crayons	<b>Review (We do)</b> <ol style="list-style-type: none"> <li>1. Distribute a piece of paper and crayons to each student.</li> <li>2. Say, "Draw a square."</li> <li>3. Have the class repeat, "Draw a square," and draw a square on their papers.</li> <li>4. Have the students hold up their papers.</li> <li>5. Repeat steps 2-4 several times, telling the students to draw simple shapes and objects.</li> <li>6. Have the class repeat the phrase each time.</li> </ol>	
	5 mins		Paper Crayons	<b>Practice (You do)</b> <ol style="list-style-type: none"> <li>1. Put the students into pairs.</li> <li>2. Have student 1 tell their partner to draw a shape or simple object (e.g., "Draw a ball.&gt;").</li> <li>3. Have student 2 draw the shape or object and show their picture.</li> <li>4. Have the students swap roles and repeat steps 2-3.</li> <li>5. Repeat the activity as time allows.</li> </ol>	



### Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words	4 mins		Objects or pictures: two that are the exact same and one that is different (e.g., two socks that are the same and one sock that is a different color)	<ol style="list-style-type: none"> <li>1. Hold up two objects or pictures that are different (e.g., two socks that are different).</li> <li>2. Say, "Look at the ___! This ___ is ___. This ___ is ___. The ___ are different," (e.g., "Look at the socks! This sock is red. This sock is yellow. The socks are different.&gt;").</li> <li>3. Have the class repeat, "The ___ are different," (e.g., "The socks are different.&gt;").</li> <li>4. Hold up the objects or pictures that are the same.</li> <li>5. Say, "Look at the ___! This ___ is ___. This ___ is ___. The ___ are the same," (e.g., "Look at the socks! This sock is red. This sock is red. The socks are the same.&gt;").</li> <li>6. Have the class repeat, "The ___ are the same," (e.g., "The socks are the same.&gt;").</li> <li>7. Repeat steps 1-6 with other objects or pictures.</li> </ol>	Learn the words "same" and "different."

<p>7. Learn More Words</p>	<p>7 mins</p>		<p>Pictures of socks, one sock per picture</p> <p>Several copies of each picture, enough for each student to have one</p>	<ol style="list-style-type: none"> <li>1. Give each student a picture.</li> <li>2. Have the students walk around the room.</li> <li>3. Randomly call out “same” or “different.”</li> <li>4. Have the students quickly find a partner that has a sock that is either the same as theirs or different from theirs.</li> <li>5. Once every student has a partner, have each pair hold up their pictures and say, “The socks are the same,” or “The socks are different.”</li> <li>6. Repeat steps 2-5, switching between directing the students to find a picture that is the same as theirs and different from theirs.</li> </ol>	
<p>8. Show me, Miss Daisy</p>	<p>10 mins</p>	<p>Unit 10 – Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Show me, Miss Daisy</i> from the Teacher Menu.</li> <li>2. Encourage students to respond to and interact with the video.</li> <li>3. When the video ends, discuss the video with the students.</li> <li>4. Play the video again.</li> <li>5. Have the class look at the socks and say the colors.</li> <li>6. Have the students shout out if the socks are the same or different.</li> <li>7. Have the students jump up and say “same” or “different” when they hear the words.</li> <li>8. Play the video again. Have the class interact with Miss Daisy.</li> <li>9. Have the class say the colors and say if the socks are the same or different.</li> </ol>	

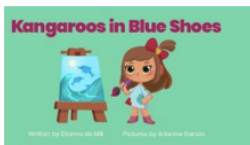
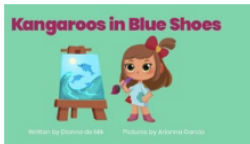
Break - 5 mins

## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Letter Eggs: J</i>	5 mins	Unit 10 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: J</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "J, /j/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/j/" as they are tracing.</li> <li>7. The class says "/j/, juice."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/j/" as they are tracing.</li> <li>10. The class says "/j/, jellyfish."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital J and small j.
10. <i>Letter Eggs: j</i>	5 mins	Unit 10 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: j</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "j, /j/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/j/" as they are tracing.</li> <li>7. The class says "/j/, juice."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound "/j/" as they are tracing.</li> <li>10. The class says "/j/, jellyfish."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	



11. Practice Letters and Sounds: <i>Ball Toss</i>	2 mins		<b>Letter pictures</b> (J, j, jellyfish, juice)	<b>Play a Letter Game (Set up)</b> 1. Show the picture of capital J and say “capital J.” 2. Have the class repeat “capital J.” 3. Put the picture on the board in front of the class. 4. Repeat steps 1-2 with small j. 5. Show the picture of the jellyfish and say “/j/, /j/, jellyfish.” 6. Have the class repeat “/j/, /j/, jellyfish.” 7. Put the picture on the board. 8. Repeat steps 4-5 with the juice picture.
	3 mins		A large beach ball or other soft ball  Capital J, small j, jellyfish picture, and juice picture drawn or taped on the ball	<b>Model the Game (I do)</b> 1. Show the class the ball. 2. Point to the capital J on the ball. 3. Say “capital J.” 4. Have the class repeat “capital J.” 5. Repeat steps 2-4 with small j. 6. Point to the picture of the jellyfish. 7. Say “/j/, /j/, jellyfish.” 8. Have the class repeat “/j/, /j/, jellyfish.” 9. Repeat steps 6-8 with the juice picture.
	5 mins			<b>Model the Game (We do)</b> 1. Choose a student to come to the front. 2. Toss the ball to the student. 3. When the student catches the ball, have them find the letter or picture closest to their right hand. 4. Have the student say this letter or picture. 5. Have the class repeat the letter or word the student said. 6. Repeat steps 2-5 several more times with different students.
	5 mins			<b>Play the Game (You do)</b> 1. Have the class stand in a circle 2. Have the students toss the ball to each other around the circle. 3. The student who catches the ball finds the letter or picture closest to their right hand. 4. Have the student say this letter or picture. 5. Have the class repeat the letter or word the student said. 6. Repeat steps 2-5 until all students have had a chance to catch the ball and say a letter or picture.



## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <i>Kangaroos in Blue Shoes</i>	5 mins	Unit 10 - Books tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Kangaroos in Blue Shoes</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>Kangaroos in Blue Shoes</i> .
	8 mins	Unit 10 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Kangaroos in Blue Shoes</i> again.</li> <li>2. On page 1, after the narrator says, "I like dolphins," point to yourself and say, "I like dolphins!"</li> <li>3. Ask the class, "Do you like dolphins?"</li> <li>4. If the students like dolphins, have them stand up.</li> <li>5. Have the students that are standing say, "I like dolphins."</li> <li>6. Have students not standing say, "I don't like dolphins."</li> <li>7. Continue the book. After the narrator reads, have the class read the page.</li> <li>8. Repeat steps 2-5 on the following pages: <ul style="list-style-type: none"> <li>• Page 5: "I like kangaroos."</li> <li>• Page 9: "I like ants."</li> </ul> </li> <li>9. Show the book again and after the narrator reads each page, have the class repeat what was said.</li> </ol>	
13. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 10 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Rap Battle" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: J j</i>	5 mins	Unit 10 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: J j</i> from the Teacher Menu.</li> <li>2. Show the students capital J.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital J."</li> <li>5. Draw capital J in the air with your finger and have the students do it with you.</li> <li>6. Show the students small j.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small j."</li> <li>9. Draw small j in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does J make?"</li> <li>11. Have the class say the letter sound "/j/."</li> <li>12. Show the picture of the juice.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/j/, /j/, juice."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (jellyfish, jump).</li> </ol>	Review the letters capital J and small j.

5. "ABC Song"	5 mins	Unit 10 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter J.</li> <li>4. Have the class say "J" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: Jj	5 mins	Unit 10 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: Jj from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. The students say "/j/, juice" and "/j/, jellyfish."</li> </ol>	

## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 10 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "white," "pink," "socks," and "dress."
8. Match Maker	5 mins	Unit 10 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	






<b>9. <i>Speak Up 1</i></b>	5 mins	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrases "I like ____" and "I don't like ____."
<b>10. <i>Speak Up 2</i></b>	5 mins	Unit 10 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. <i>Decorate the Letter: J</i></b>	5 mins	Unit 10 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: J</i> from the Teacher Menu.</li> <li>2. When capital J appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "capital J."</li> <li>4. Have the class say the sound "/j/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital J, /j/").</li> <li>6. Choose a student to say "capital J, /j/."</li> <li>7. Have the class repeat "capital J, /j/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital J and small j.


<p>12. <i>Decorate the Letter: j</i></p>	<p>5 mins</p>	<p>Unit 10 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: j</i> from the Teacher Menu.</li> <li>2. When small j appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "small j."</li> <li>4. Have the class say the sound "/j/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small j, /j/").</li> <li>6. Choose a student to say "small j, /j/."</li> <li>7. Have the class repeat "small j, /j/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 10 - Letters tab</p> 	<p><b>Letter pictures</b> (J, j)</p> <p><b>Lyrics</b> Here's how we make a capital J. A capital J, a capital J. Here's how we make a capital J. Let's all do it together.</p> <p>Here's how we make a small letter j. A small letter j, a small letter j. Here's how we make a small letter j. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 10 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small j.</li> <li>4. Have the class say "J" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	



## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. Show What You Learned: <i>I Like and I Don't Like</i> Project	18 mins		<i>I Like and I Don't Like</i> project for each student  Straw or craft stick for each student  Crayons and glue	<ol style="list-style-type: none"> <li>1. Give each student an <i>I Like and I Don't Like</i> project and crayons.</li> <li>2. Have the students draw a picture of something they like in the space under the smiley face.</li> <li>3. Have the students draw a picture of something they don't like in the space under the frowny face.</li> <li>4. Help students think of things they might draw.</li> <li>5. When students have finished drawing, help them fold their papers in half so that the pictures are facing outward.</li> <li>6. Give the students a straw or craft stick and help them glue it between the outward-facing pictures.</li> <li>7. Have students practice holding their straws/sticks and turning their pictures from one side to the other.</li> <li>8. Have each student present their project to the class by saying, "I like ____," then turning their picture to the other side and saying, "I don't like ____."</li> <li>9. If time allows, have the students walk around and repeat step 8 with each other.</li> <li>10. Tell the students to take their projects home and show their families.</li> </ol>	Review the phrases "I like ____" and "I don't like ____."
16. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 10 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Rap Battle" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Pre-Reading Activity: Review Animals	9 mins		Pictures of the animals from the book (rabbit, pig, snake, monkey, iguana, dog, hamster)	<ol style="list-style-type: none"> <li>1. Show the class one of the animal pictures.</li> <li>2. Ask the class, "What's this?"</li> <li>3. Have the class answer, "It's a(n) ____."</li> <li>4. If the class doesn't know the name for the animal, teach them the word and set the picture aside.</li> <li>5. Repeat steps 1-4 with the remaining animal pictures.</li> <li>6. Review all the animals the class doesn't know, having them repeat the name of the animal several times.</li> <li>7. Once the students are comfortable with all the animal names, put all the animal pictures randomly in a pile.</li> <li>8. Hold up one of the pictures and ask, "What's this?"</li> <li>9. Have the class answer, "It's a(n) ____."</li> <li>10. Ask the class, "Do you like ____?"</li> <li>11. Have the students who like the animal stand up and say, "I like ____."</li> <li>12. Have the students sitting say, "I don't like ____."</li> <li>13. Repeat steps 8-12 with all the animals.</li> </ol>	Share the book <i>What Pet Should I Get?</i>

<p>5. <b>What Pet Should I Get?</b></p>	<p>6 mins</p>	<p>Unit 10 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Show the book <i>What Pet Should I Get?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> <li>7. Show the book once more.</li> <li>8. When they see the animals in the book, have the students who like that animal jump up and say, "I like ____." Then have the students who don't like that animal say, "I don't like ____."</li> </ol>	
<p>6. <b>Wild Cards</b></p>	<p>5 mins</p>	<p>Unit 10 - Value tab</p> 	<p>Picture(s) of an octopus</p>	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value positivity.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:            Card 1: "What is happening in this picture?" ("The boy finds a hole in his sock.")            Card 2: "What is he doing?" ("He's cutting his sock with scissors.")            Card 3: "Now what is he doing?" ("He's making something.")            Card 4: "What is it?" ("It's a toy or doll for the baby.")</p> <p>Show the octopus picture(s) and teach "octopus." Say, "The boy made a toy octopus. How does the boy feel?" ("The boy feels happy.")</p> <ol style="list-style-type: none"> <li>6. Explain that when you change a sad thing to a happy thing, you are being positive. When you are positive, you feel joy.</li> <li>7. As a class, chant, "Be positive!" three times.</li> </ol>	<p>Learn the value positivity.</p>

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Review More Words and Actions	8 mins		Paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student paper and crayons.</li> <li>2. Say, "Draw a sock."</li> <li>3. Have the class repeat, "Draw a sock."</li> <li>4. As quickly as they can, have the student draw a sock.</li> <li>5. Have the students come to the front, two at a time, and show the sock they drew.</li> <li>6. Have the class say, "The sock is _____. The sock is _____. The socks are _____!" (e.g., "The sock is black. The sock is yellow. The socks are different!").</li> <li>7. Repeat steps 5-6 until all the students have come up and compared their socks.</li> <li>8. Have the students walk around the classroom and compare their drawings with each other.</li> <li>9. Repeat steps 2-8 as time allows with new pictures (e.g., students draw a dress, a cat, etc.).</li> </ol>	<p>Review the words "same" and "different."</p> <p>Review the action "draw."</p>
8. Review More Words: Are They the Same or Different?	7 mins		<b>Vocabulary pictures</b> (teacher's choice for review), two copies of each picture	<ol style="list-style-type: none"> <li>1. Arrange the vocabulary pictures in two piles.</li> <li>2. Invite a student to come to the front of the room. The student picks two pictures from the pile and holds them up.</li> <li>3. The class says, "They are the same," or "They are different."</li> <li>4. If the pictures are different, the student puts the pictures on the board. If the pictures are the same, the student has made a match and sets them to the side.</li> <li>5. The student returns to their seat. The next student comes up and picks two pictures.</li> <li>6. If the pictures are different, the student can try to make a match from the pictures on the board.</li> <li>7. If there are no matches, the student adds the pictures to the board.</li> <li>8. If they can make a match, the student says, "They are the same," and sets the match aside.</li> <li>9. Allow every student the chance to participate.</li> </ol>	<p>Review the words "same" and "different."</p>

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice Vocabulary: <i>Pass the Picture</i>	7 mins		<b>Vocabulary pictures</b> (white, pink, socks, dress)  Music the students like	<ol style="list-style-type: none"> <li>1. Review the vocabulary words. Show each picture to the students and have them practice saying the word.</li> <li>2. Play music and have students pass a vocabulary picture from student to student as fast as they can down the row.</li> <li>3. Stop the music at any point.</li> <li>4. When the music stops, the student holding the picture comes to the front and says the word.</li> <li>5. The other students repeat the word.</li> <li>6. Repeat the steps until all the vocabulary pictures have been used or until every student has had a chance to say a vocabulary word.</li> </ol>	Review the words "white," "pink," "socks," and "dress."
10. Practice the Phrase: <i>Choose a Picture</i>	8 mins		<b>Vocabulary pictures</b> (teacher's choice for review)	<ol style="list-style-type: none"> <li>1. Review the vocabulary with the students.</li> <li>2. Model the phrases using two vocabulary pictures (e.g., "I like dogs. I don't like cats.&gt;").</li> <li>3. Select a student to come up and select one vocabulary picture they like and one they don't like.</li> <li>4. Have the student hold the pictures and say, "I like _____. I don't like _____."</li> <li>5. Repeat until all the students have had a chance.</li> </ol>	Review the phrases "I like _____" and "I don't like _____."

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Big Picture: J j</i>	5 mins	Unit 10 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: J j</i> from the Teacher Menu.</li> <li>2. Show the students capital J.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital J."</li> <li>5. Draw capital J in the air with your finger and have the students do it with you.</li> <li>6. Show the students small j.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small j."</li> <li>9. Draw small j in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does J make?"</li> <li>11. Students say the letter sound.</li> <li>12. Show the picture of the juice.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/j/, /j/, juice."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (jellyfish, jump).</li> </ol>	Review the letters capital J and small j.
12. <i>Dotty's Ditties</i>	5 mins	Unit 10 - Letters tab 	<p><b>Letter pictures</b> (J, j)</p> <p><b>Lyrics</b> Here's how we make a capital J, A capital J, a capital J. Here's how we make a capital J. Let's all do it together.</p> <p>Here's how we make a small letter j, A small letter j, a small letter j. Here's how we make a small letter j. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital J and small j pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	





13. <b>Letter Animals Project</b>	13 mins		<p>Letters J and j pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small jellyfish faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with J and j and the cutout jellyfish.</li> <li>3. Help students glue the faces on the capital J and small j.</li> <li>4. Have students color their projects.</li> </ol>	
14. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 11 - Song tab 		<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Song)</i> from the Teacher Menu.</li> <li>2. Show the picture of a bat and pretend to swing a bat.</li> <li>3. Say "bat."</li> <li>4. Have the class say "bat" and pretend to swing a bat.</li> <li>5. Say, "This is a bat," and do the action.</li> <li>6. Have the class say, "This is a bat," and do the action.</li> <li>7. Repeat with all the words, giving an action for each (bat, cat, ball).</li> <li>8. Continue to review the words until the students are comfortable naming them.</li> </ol>	Learn the phrase "Let's play."
	5 mins	Unit 11 - Listening tab 		<b>Listen to the Phrase (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Hear! Hear!</i> from the Teacher Menu.</li> <li>2. The students point to the picture of the phrase.</li> <li>3. Choose a student to tap the picture.</li> <li>4. The students repeat the phrase.</li> <li>5. Repeat until each student has a turn to tap a picture or all the phrases are played.</li> </ol>	

	7 mins		Pictures of a bat, a cat, and a ball	<p><b>Practice (You do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have group 1 sit facing the front of the room and group 2 sit behind them facing the back of the room.</li> <li>3. Have one student from each group come to the front.</li> <li>4. Show the two students a vocabulary picture.</li> <li>5. Each student stands in front of their group.</li> <li>6. Without talking, the students do the action for the object in the picture.</li> <li>7. The group guesses the object, saying, "Let's play with the ____."</li> <li>8. The first group to guess correctly gets a point.</li> <li>9. Have the whole class say, "Let's play with the ____."</li> <li>10. Choose a new student from each group to act out the next object.</li> <li>11. Repeat the activity until every student has had a turn to act out a word.</li> </ol>	
	3 mins	Unit 11 - Song tab 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song "Play, Play, Play" from the Teacher Menu.</li> <li>2. Show the pictures and review the words with the students.</li> <li>3. Practice saying the lyrics and show the picture for each of the objects as you say the line.</li> <li>4. Play the song again, encouraging students to sing along.</li> <li>5. Repeat the song until the students are comfortable with the lyrics.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "Let's play."</li> <li>3. Repeat the video as time allows.</li> </ol>	

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 11 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap an object highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all of the objects have been selected.	Learn the words "kite," "tree," "basketball," and "shoes."
6. <i>Big Picture (Vocabulary)</i>	5 mins	Unit 11 - Vocabulary tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first vocabulary word. 3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it. 4. Have the class repeat the word three times. 5. Repeat these steps with each vocabulary word. 6. Repeat steps 2-5. This time have the class identify the pictures before tapping them. 7. Invite individual students to come and tap each picture to confirm the answer.	
7. <i>Word Flurry</i>	5 mins	Unit 11 - Vocabulary tab 		<b>Find the Words: (You do)</b> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When the audio says, "Tap ____," ask the class to repeat the word aloud. 3. Ask the students if they see the picture on the screen. 4. Choose two students to race to the screen and tap the picture. 5. Repeat steps 2-4 until the activity ends. 6. Repeat the activity until each student has had a turn.	

Break - 5 mins

## Lesson 2: Block A (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Flicker Show</i>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "Let's play."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrase "Let's play."
9. <i>Speak Up 1</i>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 11 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Play, Play, Play" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. Practice Vocabulary: <i>Reveal the Word</i>	10 min		<b>Vocabulary pictures</b> (kite, tree, basketball, shoes)  Sheet of paper to cover the vocabulary pictures	<ol style="list-style-type: none"> <li>Cover one of the vocabulary pictures with the piece of paper and hold it up.</li> <li>Slowly move the cover sheet to reveal part of the picture.</li> <li>Students raise their hands when they know what the picture is.</li> <li>If students are able to say the word correctly, remove the paper so the entire picture can be seen.</li> <li>The class says the word aloud.</li> <li>If the students aren't able to identify the picture, continue to slowly reveal the rest of the picture until one of the students is able to identify it.</li> </ol>	Review the words "kite," "tree," "basketball," and "shoes."
13. <i>Search Party</i>	8 mins	Unit 11 - Vocabulary tab 	<ol style="list-style-type: none"> <li>Play <i>Search Party</i> from the Teacher Menu.</li> <li>Say a word you want the students to find.</li> <li>Choose a student to come to the front and find the image.</li> <li>If the student is correct, tap the correct button.</li> <li>Have the class say the target word.</li> <li>If the student is incorrect, tap the incorrect button.</li> <li>Have the student try again.</li> <li>If it is difficult to see the picture, tap the shuffle button.</li> <li>Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>		
14. Goodbye	2 mins			<ol style="list-style-type: none"> <li>Wrap up the class.</li> <li>Say "Goodbye" and wave to the class.</li> <li>Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 11 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Play, Play, Play" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins			<p><b>Learn the Action (I do)</b></p> <ol style="list-style-type: none"> <li>1. Say, "Sing," then sing a familiar song to the class.</li> <li>2. Repeat the command, "Sing."</li> <li>3. Students say, "Sing," and sing a little tune.</li> <li>4. Have the class sing with you as you sing a simple song that the students know, such as the "ABC Song."</li> <li>5. Divide the students into two groups.</li> <li>6. Begin singing the song again. After a few words, point to group 1 and say, "Sing."</li> <li>7. The class repeats, "Sing," and group 1 continues singing the song where you left off.</li> <li>8. After a line of the song, point to group 2 and say, "Sing."</li> <li>9. The class repeats, "Sing," and group 2 takes up singing where group 1 left off.</li> <li>10. Continue the pattern until the song is complete. Divide the class into three groups and repeat the activity with a new song.</li> </ol>	Learn the action "sing."

	7 mins		<p>A small ball or beanbag</p> <p>Music the students like</p>	<p><b>Review the Action (We do)</b></p> <ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Start the music.</li> <li>3. Pass the ball to a student.</li> <li>4. Have the student with the ball pass the ball to the next student.</li> <li>5. Have the class continue passing the ball around the circle until you stop the music.</li> <li>6. Have the class say, "Sing."</li> <li>7. Have the student who is holding the ball when the music stops sing the "ABC Song" (or another song the class is familiar with).</li> <li>8. Start the music again and have the students continue passing the ball and saying, "Sing."</li> <li>9. Continue the activity until all students have had the chance to sing.</li> </ol>	
<b>5. Review Actions</b>	8 mins		<p>Music the students like</p>	<p><b>Practice the Action (You do)</b></p> <ol style="list-style-type: none"> <li>1. Continue to have the class sit in a circle.</li> <li>2. Review actions that the students know ("stand up," "sit down," "close," "open," "raise your hand," "pick up the _____," "run," "walk," "draw," and "sing").</li> <li>3. Have the class repeat the commands and do the actions for each action.</li> <li>4. When the class has sufficiently reviewed the actions, turn to the student next to you and say an action.</li> <li>5. Have the class repeat the word(s).</li> <li>6. Have the student next to you do the action.</li> <li>7. Have the student next to you turn to the next student and say another action.</li> <li>8. Repeat steps 5-7.</li> <li>9. Continue around the circle until every student has had a turn or as time allows.</li> </ol>	<p>Review actions.</p>





## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words	8 mins		Vocabulary pictures (teacher's choice for review)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the students.</li> <li>2. Once the students are comfortable with all the words, hold up one of the vocabulary pictures so the class can see it.</li> <li>3. Say, "Close your eyes."</li> <li>4. Have the class close their eyes.</li> <li>5. Silently hide the picture somewhere in the classroom.</li> <li>6. Say, "Open your eyes. Find the ____," (e.g., "Open your eyes. Find the kite.").</li> <li>7. Have the students open their eyes and repeat, "Find the ____," (e.g., "Find the kite.").</li> <li>8. Have the students stand and search the classroom.</li> <li>9. Have the student who finds the picture hold it up for the class to see.</li> <li>10. Repeat the activity a few times until students are familiar with the phrase, "Find the ____."</li> </ol>	
7. Practice More Words: <i>Find the Key</i>	7 mins		Small object, like a key or coin	<ol style="list-style-type: none"> <li>1. Arrange the students in a circle.</li> <li>2. Hold up the key and say, "It's a key."</li> <li>3. Have the class repeat, "It's a key."</li> <li>4. Choose a student to stand in the middle of the circle with their eyes closed.</li> <li>5. Walk around the circle and silently put the key in a random student's hand. Have the student make a fist around it.</li> <li>6. Have the class put their hands out in fists, so the student in the middle doesn't know who is hiding the key.</li> <li>7. Have the student uncover their eyes.</li> <li>8. Say, "Find the key."</li> <li>9. Have the class repeat, "Find the key."</li> <li>10. Have the student walk around the circle and tap a classmate's fist.</li> <li>11. The classmate only opens their fist when it is tapped.</li> <li>12. If the classmate doesn't have the key, the class says, "No. Find the key," and the student taps another fist.</li> <li>13. If the classmate has the key, the class shouts "Yes!"</li> <li>14. Choose a new student to be in the middle. Repeat the activity as time allows.</li> </ol>	Learn the word "find."

Break - 5 mins


## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Letter Eggs: K</b>	5 mins	Unit 11 - Letters tab 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: K</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "K, /k/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/k/" as they are tracing.</li> <li>7. The class says "/k/, kite."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter k in the air.</li> <li>9. The class repeats the sound "/k/" as they are tracing.</li> <li>10. The class says "/k/, kangaroo."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital K and small k.
9. <b>Letter Eggs: k</b>	5 mins	Unit 11 - Letters tab 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: k</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "k, /k/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/k/" as they are tracing.</li> <li>7. The class says "/k/, kite."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound "/k/" as they are tracing.</li> <li>10. The class says "/k/, kangaroo."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	

10. Practice Letters and Sounds: Race to Match	2 mins		<b>Letter pictures</b> (K, k, kangaroo, kite)	<b>Play a Letter Game (Set up)</b> 1. Show the picture of capital K and say “capital K.” 2. Have the class repeat “capital K.” 3. Put the picture on the board in front of the class. 4. Repeat steps 1-2 with small k. 5. Show the picture of the kangaroo and say “/k/, /k/, kangaroo.” 6. Have the class repeat, “/k/, /k/, kangaroo.” 7. Put the picture on the board. 8. Repeat steps 5-7 with the kite picture.
	3 mins		<b>Letter pictures</b> (K, k, kangaroo, kite, G, g, goat, guitar, H, h, horse, hat, I, i, iguana, igloo, J, j, jellyfish, juice)	<b>Model the Game (I do)</b> 1. Review the letter and sound pictures for the previously learned letters. 2. Put the capital letter pictures in a place where the class can see each of them. 3. Point to each of the capital letters and have the class say the letter name (e.g., “capital G.”). 4. Mix up the remaining letter and sound pictures and put them in a pile. 5. Hold up the first picture in the pile so the class can see it. 6. Say, “What’s this?” (e.g. “small g” or “/g/, /g/, goat”). 7. Tap the matching capital letter (e.g., capital G). 8. Place the picture at the bottom of the pile and repeat steps 5-7 several times.
	5 mins		<b>Letter pictures</b> (K, k, kangaroo, kite, G, g, goat, guitar, H, h, horse, hat, I, i, iguana, igloo, J, j, jellyfish, juice)	<b>Model the Game (We do)</b> 1. Make sure the capital letter pictures are in a place where the class can see each of them. 2. Choose two students to come to the front. 3. Hold up the first picture in the pile so the students can see it. 4. Have the students race to tap the matching capital letter. 5. Have the class say what is on the letter picture (e.g., “small g” or “/g/, /g/, goat.”). 6. Place the picture you are holding at the bottom of the pile and repeat steps 1-4 several times with new students.



	5 mins		<p><b>Letter pictures</b> (K, k, kangaroo, kite, G, g, goat, guitar, H, h, horse, hat, l, i, iguana, igloo, J, j, jellyfish, juice)</p>	<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Make sure the capital letter pictures are in a place where the class can see each of them.</li> <li>2. Divide the class into 3-4 groups.</li> <li>3. Have each group form a line.</li> <li>4. Hold up the picture on top of the pile of remaining letter pictures so the students can see it.</li> <li>5. Have the first student in each line race to touch the matching capital letter.</li> <li>6. Have the class say what is on the picture (e.g., "small g" or "/g/, /g/, goat.&gt;").</li> <li>7. The student who taps the picture first earns a point for their team.</li> <li>8. Repeat steps 3-6 until all pictures in the pile have been shown or until every student has had a turn to tap a letter.</li> <li>9. The team with the most points wins.</li> </ol>	
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## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Let's Play Ball</i>	5 mins		Soft ball	<ol style="list-style-type: none"> <li>1. Toss a ball to a student and say, "Let's play ball!"</li> <li>2. Have the student stand near you.</li> <li>3. Have the student toss the ball to another classmate.</li> <li>4. Together say, "Let's play ball!"</li> <li>5. Repeat steps 2-4 until the whole class is standing by you.</li> <li>6. As a class, cheer, "Let's play ball!" three times.</li> </ol>	Share the book <i>Let's Play Ball</i> .
	8 mins	Unit 11 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Let's Play Ball</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
12. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 11 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Play, Play, Play" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture:</i> K k	5 mins	Unit 11 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: K k</i> from the Teacher Menu.</li> <li>2. Show the students capital K.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital K."</li> <li>5. Draw capital K in the air with your finger and have the students do it with you.</li> <li>6. Show the students small k.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small k."</li> <li>9. Draw small k in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does K make?"</li> <li>11. Students say the letter sound "/k/."</li> <li>12. Show the picture of the kite.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/k/, /k/, kite."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (kangaroo, king).</li> </ol>	Review the letters capital K and small k.

5. "ABC Song"	5 mins	Unit 11 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter K.</li> <li>4. Have the class says "K" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	
6. Write and Say: K k	5 mins	Unit 11 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Write and Say: K k</i> from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/k/, kite" and "/k/, kangaroo."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Bright Spot</i>	5 mins	Unit 11 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Bright Spot</i> from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the students to say the word aloud.</li> <li>5. If they say the correct word, tap the correct button.</li> <li>6. If they say an incorrect word, tap the incorrect button and have them repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "kite," "tree," "basketball," and "shoes."
8. <i>Match Maker</i>	5 mins	Unit 11 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the students repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "Let's play."
10. <i>Speak Up 2</i>	5 mins	Unit 11 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: K</i>	5 mins	Unit 11 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: K</i> from the Teacher Menu.</li> <li>2. When capital K appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "capital K."</li> <li>4. Have the class say the sound "/k/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital K, /k/").</li> <li>6. Choose a student to say "capital K, /k/."</li> <li>7. Have the class repeat "capital K, /k/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter K is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital K and small k.

<p>12. <i>Decorate the Letter: k</i></p>	<p>5 mins</p>	<p>Unit 11 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: k</i> from the Teacher Menu.</li> <li>2. When small k appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "small k."</li> <li>4. Have the class say the sound "/k/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small k, /k/").</li> <li>6. Choose a student to say "small k, /k/."</li> <li>7. Have the class repeat "small k, /k/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter k is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 11 - Letters tab</p> 	<p><b>Letter pictures</b> (K, k)</p> <p><b>Lyrics</b> Here's how we make a capital K. A capital K, a capital K. Here's how we make a capital K. Let's all do it together.</p> <p>Here's how we make a small letter k. A small letter k, a small letter k. Here's how we make a small letter k. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 11 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. The class sings the song.</li> <li>3. Select students to come up and tap small k.</li> <li>4. The class says "k" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	






## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Share a Book:</b> <i>Flying High</i>	4 mins			<ol style="list-style-type: none"> <li>1. Show the book <i>Flying High</i> from the Teacher Menu.</li> <li>2. On each page, have a student click the kite.</li> <li>3. Have students repeat “kite” each time.</li> <li>4. Using your arm and hand, show how the kite is getting higher and higher.</li> <li>5. Exit on the page where the birds are looking at the kite.</li> </ol>	Review the book <i>Flying High</i> .
<b>16. Show What You Learned:</b> <i>Kite</i>	14 mins		<p>Precut squares for the <i>Kite</i> project for each student</p> <p>Sample of a finished kite</p> <p>Tape</p> <p>Crayons</p> <p>String for a kite tail for each student</p> <p>Optional: small pieces of ribbon to attach to the string</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Ask, “What’s this?”</li> <li>3. Have students respond, “It’s a kite.”</li> <li>4. Give each student the precut kite and crayons.</li> <li>5. Have the students color and decorate their kites.</li> <li>6. As students finish decorating their kites, tape a string to the corner of each kite to make a tail. Add ribbon if available.</li> <li>7. Have students form one or two lines at one end of the classroom.</li> <li>8. Holding the kite string, have the student at the front of each line say, “Let’s play with the kite.”</li> <li>9. Then run to the other end of the room.</li> <li>10. If time allows, have students form a line or lines again and run back.</li> <li>11. Tell the students to take their kites home and tell their families, “Let’s play with the kite.”</li> </ol>	Review the phrase “Let’s play.”
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 11 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Play, Play, Play" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Pre-Reading Activity: <i>Flying High</i>	4 mins		<b>Vocabulary picture</b> (kite), one for each student OR one for the class with enough strings taped to the bottom for each student to hold one	<ol style="list-style-type: none"> <li>1. Say, "Stand up," and have the class stand up.</li> <li>2. Say, "Let's play with the kite," and hold up the kite picture.</li> <li>3. Have the students repeat, "Let's play with the kite."</li> <li>4. Give each student the end of a string or a kite picture.</li> <li>5. Hold the kite down low or have the students hold their pictures down low.</li> <li>6. Say "higher" and raise the kite higher or have the students raise their kites higher.</li> <li>7. Have the class repeat "higher."</li> <li>8. Repeat steps 6-7 several times, holding the kite higher each time.</li> <li>9. When the kite is as high as you can raise it, say "SNAP! Oh no!"</li> <li>10. Yank the kite so that the taped end of the strings come off the kite picture, and then drop the picture so it crashes to the ground. Alternatively, have the students drop their pictures so their kites crash to the ground.</li> <li>11. Have the class repeat "Oh no!" as they watch the kite crash.</li> </ol>	Share the book <i>Flying High</i> .

5. <i>Flying High</i>	9 mins	Unit 11 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Flying High</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> <li>7. Show the book once more, having the students read each page and act out flying the kite</li> </ol>	
6. Learn About Kindness	7 mins	Unit 11 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value kindness.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:</p> <p>Card 1: "What are the kids doing?" ("They are playing basketball.") "Who can find the small boy?" Have a student come to the screen and point out the boy in the blue shirt.</p> <p>Card 2: "How does the small boy feel?" ("He feels sad.") "Why is he sad?" ("He can't get the ball.")</p> <p>Card 3: "What is happening in this picture?" ("The boys are talking.")</p> <p>Card 4: Point to the boy in the red shirt. "How is this boy being kind?" ("He's helping the small boy play basketball.") "How does the big boy feel?" ("He feels happy.") "How does the small boy feel?" ("He feels happy too.")</p> <ol style="list-style-type: none"> <li>6. Explain that when you help someone, you are being kind. When you are kind, you feel joy!</li> <li>7. As a class, chant, "Be kind!" three times.</li> </ol>	Learn the value kindness.

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Review an Action: <i>Sing</i>	7 mins		A small ball or beanbag Music the students like	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Start the music.</li> <li>3. Pass the ball to a student.</li> <li>4. Have the student with the ball pass the ball to the next student.</li> <li>5. Have the class continue passing the ball around the circle until you stop the music.</li> <li>6. Have the class say, "Sing."</li> <li>7. Have the student who is holding the ball when the music stops sing the "ABC Song" (or another song the student is familiar with).</li> <li>8. Start the music again and have the students continue passing the ball and saying, "Sing."</li> <li>9. Continue the activity until all students have had the chance to sing or as time allows.</li> </ol>	Review the action "sing."
8. Practice More Words: <i>Find the Coin</i>	8 mins		Small object, like a key or coin	<ol style="list-style-type: none"> <li>1. Arrange the students in a circle.</li> <li>2. Hold up the key and say, "It's a key."</li> <li>3. Have the class repeat, "It's a key."</li> <li>4. Choose a student to stand in the middle of the circle with their eyes closed.</li> <li>5. Walk around the circle and silently put the key in a random student's hand. Have the student make a fist around it.</li> <li>6. Have the class put their hands out in fists so the student in the middle doesn't know who is hiding the key.</li> <li>7. Have the student uncover their eyes.</li> <li>8. Say, "Find the key."</li> <li>9. Have the class repeat, "Find the key."</li> <li>10. Have the student walk around the circle and tap a classmate's fist.</li> <li>11. The classmate only opens their fist when it is tapped.</li> <li>12. If the classmate doesn't have the key, the class says, "No. Find the key," and the student taps another fist.</li> <li>13. If the classmate has the key, the class shouts "Yes!"</li> <li>14. Choose a new student to be in the middle and repeat the activity.</li> </ol>	Review the word "find."

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>9. Practice Vocabulary: Beanbag Toss</b>	7 mins		<b>Vocabulary pictures</b> (kite, tree, basketball, shoes)  Small bean bag	<ol style="list-style-type: none"> <li>1. Arrange vocabulary pictures face down on the floor. Make sure the pictures are quite far apart.</li> <li>2. Invite a student to toss the beanbag onto a vocabulary picture.</li> <li>3. If the student is successful, they turn the picture over and say the word. If they can't remember the word, allow other students to help.</li> <li>4. If the student's toss does not land on a picture, allow the student another turn. If still unsuccessful, let the student choose a picture.</li> <li>5. Remove the picture after each student's turn. Once all pictures are removed, shuffle the pictures and play again until every student has had a chance to toss.</li> </ol>	Review the words "kite," "tree," "basketball," and "shoes."
<b>10. Practice Saying Phrase: Let's Play</b>	8 mins		Toys or pictures of toys the students are familiar with	<ol style="list-style-type: none"> <li>1. Hold up each of the toys or pictures and ask the class to say the word.</li> <li>2. After reviewing each of the toys, hold up a toy and model the phrase "Let's play with the___."</li> <li>3. Students repeat the phrase after you.</li> <li>4. Choose one student to come to the front.</li> <li>5. The student chooses a toy.</li> <li>6. The student shows the class the toy they chose.</li> <li>7. The student practices the phrase with the toy they chose.</li> <li>8. The class repeats the phrase.</li> <li>9. Repeat until all of the students have a turn to choose a toy and say the phrase.</li> </ol>	Review the phrase "Let's play."


## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Big Picture: K k</i>	5 mins	Unit 11 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: K k</i> from the Teacher Menu.</li> <li>2. Show the students capital K.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital K."</li> <li>5. Draw capital K in the air with your finger and have the students do it with you.</li> <li>6. Show the students small k.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small k."</li> <li>9. Draw small k in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does K make?"</li> <li>11. Students say the letter sound.</li> <li>12. Show the picture of the kite.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/k/, /k/, kite."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (kangaroo, king).</li> </ol>	Review the letters capital K and small k.
12. <i>Dotty's Ditties</i>	5 mins	Unit 11 - Letters tab 	<p><b>Letter pictures</b> (K, k)</p> <p><b>Lyrics</b> Here's how we make a capital K, A capital K, a capital K. Here's how we make a capital K. Let's all do it together.</p> <p>Here's how we make a small letter k, A small letter k, a small letter k. Here's how we make a small letter k. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital K and small k pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	



<b>13. Letter Animals Project</b>	13 mins		<p>Letters K and k pages for each student</p> <p>Sample of the completed the project</p> <p>Precut big and small kangaroo faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with K and k and the cutout kangaroo faces.</li> <li>3. Help students glue the faces on the capital K and small k.</li> <li>4. Have students color their projects.</li> </ol>	
<b>14. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Hold up your hands with your fingers spread out and say, "How many fingers?"</li> <li>Have the class put up their hands and repeat, "How many fingers?"</li> <li>Bend one finger at a time as you count to ten.</li> <li>Have the class bend their fingers and count to ten again.</li> <li>Count together 3-4 more times, trying to count a little faster each time.</li> <li>Hold up eight fingers and say "eight fingers."</li> <li>Have the class repeat the phrase and hold up eight fingers.</li> <li>Repeat steps 6-7 with different numbers until students are comfortable representing the numbers with their fingers.</li> </ol>	Learn the phrases "How old are you?" and "I'm ____."
	5 mins	Unit 12 - Listening tab 		<b>Listen to the Phrase (We do)</b> <ol style="list-style-type: none"> <li>Play <i>Hear! Hear!</i> from the Teacher Menu.</li> <li>The students point to the picture of the phrase.</li> <li>Choose a student to tap the picture.</li> <li>The students repeat the phrase.</li> <li>Repeat until each student has a turn to tap a picture or all the phrases are played.</li> </ol>	



	7 mins		Picture of a bee	<p><b>Practice Counting (We do)</b></p> <ol style="list-style-type: none"> <li>1. Arrange the students in a circle.</li> <li>2. Have the students pass the bee around the circle while the class counts to ten. The class says one number each time the bee is passed.</li> <li>3. When the class reaches ten, have the student who is holding the bee stand up and fly the bee around the circle while the class says "Buuzzzzzzz!"</li> <li>4. Have the student sit back in their spot and pass the bee to the next student in the circle.</li> <li>5. Beginning at one, have the class start counting again.</li> <li>6. Continue playing the game until each student gets a turn to fly the bee around the circle.</li> </ol>	
	3 mins	Unit 12 - Song tab 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song "How Many Fingers?" from the Teacher Menu.</li> <li>2. Have the students sing along, counting to 10 on their fingers.</li> <li>3. Play the song again and encourage the students to sing along and do the actions.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "How old are you?" and "I'm ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	


## Lesson 1: Block B (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 12 - Vocabulary tab 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap a picture highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all the pictures have been selected.</li> </ol>	Learn the numbers "6," "7," "8," "9," and "10."

6. <b>Big Picture (Vocabulary)</b>	5 mins	Unit 12 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
7. <b>Word Flurry</b>	5 mins	Unit 12 - Vocabulary tab 		<b>Find the Words: (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the students if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

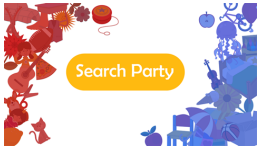
## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Flicker Show</b>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "How old are you?" and "I'm ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrases "How old are you?" and "I'm ____."

<b>9. Speak Up 1</b>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<b>10. Speak Up 2</b>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<b>11. Sing a Song</b>	5 mins	Unit 12 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "How Many Fingers?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>12. Practice Vocabulary:</b> <b>Beanbag Toss</b>	10 min		<b>Vocabulary pictures</b> (6, 7, 8, 9, 10)  Small beanbag	<ol style="list-style-type: none"> <li>1. Arrange vocabulary pictures face down on the floor so students can't see the pictures. Make sure the pictures are quite far apart.</li> <li>2. Invite a student to toss the beanbag onto a vocabulary picture. (Make it very easy for them.)</li> <li>3. If the student is successful, they will turn the picture over and say the word. If they can't remember the word, allow other students to help.</li> <li>4. If the student's toss does not land on a picture, allow the student another turn. If still unsuccessful, let the student choose a picture.</li> <li>5. Remove the picture after each student's turn. Once all pictures are removed, shuffle the pictures and play again until all students have a chance to toss.</li> </ol>	Review the numbers "6," "7," "8," "9," and "10."

13. <i>Search Party</i>	8 mins	Unit 12 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 12 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "How Many Fingers?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins		Music the students like	<b>Learn the Action (I do)</b> <ol style="list-style-type: none"> <li>1. Say, "Dance," and do a dance.</li> <li>2. Start the music, repeat, "Dance," and do a dance. Stop the music.</li> <li>3. Say, "Dance," and have the class dance.</li> <li>4. Start the music, repeat, "Dance," and have the class do a dance. Stop the music.</li> <li>5. Repeat steps 3-4 several times.</li> </ol>	
5. Practice an Action	7 mins		Music the students like	<b>Review the Action (We do)</b> <ol style="list-style-type: none"> <li>1. Say, "Dance," and do a dance.</li> <li>2. Have the class repeat, "Dance," and do a dance.</li> <li>3. Say, "Walk," and walk around the room.</li> <li>4. Have the class repeat the command and walk around the room.</li> <li>5. Start the music, say, "Dance," and do a dance.</li> <li>6. Have the class repeat the command and start dancing.</li> <li>7. Stop the music, say, "Walk," and walk around the room.</li> <li>8. Have the class repeat the command and start walking.</li> <li>9. Repeat steps 5-8 until the class is comfortable saying the commands and knowing when to dance and when to walk.</li> </ol>	Learn the action "dance."



6. Practice an Action: <b>Dance Walk</b>	8 mins		Music the students like	<b>Practice the Action (You do)</b> <ol style="list-style-type: none"> <li>1. Arrange students in a circle.</li> <li>2. Start the music.</li> <li>3. Have the class say, "Dance," and start dancing in place.</li> <li>4. Stop the music.</li> <li>5. Have the class say, "Walk," and start walking in a circle.</li> <li>6. Repeat steps 2-5 as time allows.</li> </ol>	
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## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Learn More Words	2 mins			<ol style="list-style-type: none"> <li>1. Smile big and say "happy!"</li> <li>2. Have the class smile big and repeat "happy!"</li> <li>3. Frown and say "sad."</li> <li>4. Have the class frown and repeat "sad."</li> <li>5. Repeat steps 1-4 until the class is familiar with the words.</li> </ol>	Learn the words "happy" and "sad."
8. Learn More Words: <b>Happy and Sad Faces</b>	5 mins		A sheet of paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a piece of paper and crayons.</li> <li>2. On one side of a piece of paper, draw a happy face.</li> <li>3. Show the class your drawing and say "happy!"</li> <li>4. Have students draw a happy face on one side of their paper.</li> <li>5. Repeat steps 2-4 with "sad."</li> <li>6. Have the students show their happy face and say "happy!"</li> <li>7. Have the students show their sad face and say "sad."</li> </ol>	
9. <b>Big Picture: Happy and Sad</b>	8 mins	Unit 12 - Resources tab  	Small ball or object	<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Happy and Sad</i> from the Teacher Menu.</li> <li>2. Show the picture of the girls flying the kite from the Teacher Menu.</li> <li>3. Have the class guess how the girls feel and hold up the corresponding face.</li> <li>4. Say, "Yes, the girls are happy."</li> <li>5. Have the class repeat, "The girls are happy."</li> <li>6. Repeat with the other pictures (girls flying a kite, girl with broken doll, girl getting a present, boy with cat, girl with hurt knee, boy with trophy).</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <b>Letter Eggs: L</b>	5 mins	Unit 12 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: L</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "L, /l/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/l/" as they are tracing.</li> <li>7. The class says "/l/, lemon."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/l/" as they are tracing.</li> <li>10. The class says "/l/, lion."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital L and small l.
11. <b>Letter Eggs: l</b>	5 mins	Unit 12 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: l</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "l, /l/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/l/" as they are tracing.</li> <li>7. The class says "/l/, lemon."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound "/l/" as they are tracing.</li> <li>10. The class says "/l/, lion."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	

12. Practice Letters and Sounds: <i>What's Missing</i>	2 mins		<b>Letter pictures</b> (L, l, lion, lemon)	<b>Play a Letter Game (Set up)</b> 1. Show the picture of capital L and say "capital L." 2. Have the class repeat "capital L." 3. Put the picture on the board in front of the class. 4. Repeat steps 1-2 with small l. 5. Show the picture of the lion and say "/l/, /l/, lion." 6. Have the class repeat "/l/, /l/, lion." 7. Put the picture on the board. 8. Repeat steps 4-7 with the lemon picture.
	3 mins		<b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, I, J, j, K, k, L, l)	<b>Model the Game (I do)</b> 1. Review the letters. 2. Put the small letter pictures on the board in a row. 3. Put the capital letter pictures on the board continuing the row. 4. Take the small l off the board and hold it behind your back. 5. Slowly sing the alphabet song, pointing to the letters as you sing the name (e.g., Point to small a as you sing "A."). 6. Stop singing when you get to the spot where small l should be. Pull small l from behind your back and show it to the class. 7. Sing "L." 8. Say "small l." 9. Have the class repeat "small l." 10. Repeat steps 4-9 with capital L.
	3 mins		<b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, I, J, j, K, k, L, l)	<b>Practice the Game (We do)</b> 1. Take capital C off the board and hold it behind your back. 2. Slowly sing the alphabet song starting with small a. When you get to small l, start the song over with the capital letters until you get to capital C (e.g., Sing, "a, b, c, d, e, f, g, h, i, j, k, l, A, B.). 3. Stop singing when you get to the spot where capital C should be. Pull capital C from behind your back and show it to the class. 4. Sing "C." 5. Say "capital C." 6. Have the class repeat "capital C." 7. Repeat steps 1-6, taking different capital and small letters off the board and putting them behind your back. 8. When the class is confident with singing the song and identifying the missing letter, move on to the game.





	7 mins			<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Have the class close their eyes.</li> <li>2. Take a letter off the board and hide it behind your back.</li> <li>3. Choose a student to come to the front and point to each letter as the class sings the alphabet song.</li> <li>4. When the student gets to the spot with the missing letter, have the class stop singing and identify what letter is missing.</li> <li>5. Once the class has correctly identified the missing letter, put the letter back on the board.</li> <li>6. Have the class finish singing the rest of the letters on the board.</li> <li>7. Repeat steps 1-6 as time allows.</li> <li>8. End the activity by singing the entire "ABC song."</li> </ol>	
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## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>4 for the Score</i>	7 mins			<ol style="list-style-type: none"> <li>1. Say, "I'm ____," (e.g., "I'm Ms. Daisy.&gt;").</li> <li>2. Have each student say, "I'm ____."</li> <li>3. Ask each student, "How old are you?"</li> <li>4. Have the student say their age (e.g., "I'm 4.") and hold up that number of fingers.</li> <li>5. Repeat steps 2-4, having each student provide the appropriate responses multiple times.</li> </ol>	Share the book <i>4 for the Score</i> .
	6 mins	Unit 12 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>4 for the Score</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
14. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 12 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "How Many Fingers?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture:</i> L l	5 mins	Unit 12 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture L l</i> from the Teacher Menu.</li> <li>2. Show the students capital L.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital L."</li> <li>5. Draw capital L in the air with your finger and have the students do it with you.</li> <li>6. Show the students small l.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small l."</li> <li>9. Draw small l in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does L make?"</li> <li>11. Students say the letter sound "/l/."</li> <li>12. Show the picture of the lemon.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/l/, /l/, lemon."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (lion, legs).</li> </ol>	Review the letters capital L and small l.

5. "ABC Song"	5 mins	Unit 12 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter L.</li> <li>4. Have the class says "L" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	
6. <i>Write and Say: L l</i>	5 mins	Unit 12 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Write and Say: L l</i> from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/l/, lemon" and "/l/, lion."</li> </ol>	


### Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Bright Spot</i>	5 mins	Unit 12 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Bright Spot</i> from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the students to say the word aloud.</li> <li>5. If they say the correct word, tap the correct button.</li> <li>6. If they say an incorrect word, tap the incorrect button and have them repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the numbers "6," "7," "8," "9," and "10."
8. <i>Match Maker</i>	5 mins	Unit 12 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the students repeat the vocabulary words.</li> </ol>	

<b>9. <i>Speak Up 1</i></b>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	
<b>10. <i>Speak Up 2</i></b>	5 mins	Unit 12 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrases "How old are you?" and "I'm ____."

Break - 5 mins

## Lesson 2: Block A (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. <i>Decorate the Letter: L</i></b>	5 mins	Unit 12 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: L</i> from the Teacher Menu.</li> <li>2. When capital L appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "capital L."</li> <li>4. Have the class say the sound "/l/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital L, /l/").</li> <li>6. Choose a student to say "capital L, /l/."</li> <li>7. Have the class repeat "capital L, /l/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital L and small l.


<p>12. <i>Decorate the Letter: l</i></p>	<p>5 mins</p>	<p>Unit 12 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: l</i> from the Teacher Menu.</li> <li>2. When small l appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "small l."</li> <li>4. Have the class say the sound "/l/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small l, /l/").</li> <li>6. Choose a student to say "small l, /l/."</li> <li>7. Have the class repeat "small l, /l/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter ls decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 12 - Letters tab</p> 	<p><b>Letter pictures</b> (L, l)</p> <p><b>Lyrics</b> Here's how we make a capital L, A capital L, a capital L. Here's how we make a capital L. Let's all do it together.</p> <p>Here's how we make a small letter l, A small letter l, a small letter l. Here's how we make a small letter l. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. <i>"abc Song"</i></p>	<p>5 mins</p>	<p>Unit 12 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. The class sings the song.</li> <li>3. Select students to come up and tap small l.</li> <li>4. The class says "l" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	

## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Count to Ten: Pin the Candle on the Cake</b>	8 mins		Drawing of a large birthday cake  Enough precut candles so that each student has a candle  Tape  Scarf or other cloth for a blindfold	<ol style="list-style-type: none"> <li>1. Place the cake where students can easily put candles on it.</li> <li>2. Have students learn the words "cake" and "candles."</li> <li>3. Model the activity by taping a candle on the cake while blindfolded.</li> <li>4. Select students to participate. Blindfold each student one at a time and give them a candle with tape on it.</li> <li>5. Position the student fairly close to the cake.</li> <li>6. Spin the student around once then face them toward the cake.</li> <li>7. Help if needed as the student tries to place their candles on the cake.</li> <li>8. Remove the blindfold and have the class cheer.</li> <li>9. Count the candles on the cake.</li> <li>10. Once there are ten candles on the cake, stop and have the class count them with you.</li> </ol>	Review counting to ten.
<b>16. Show What You Learned: Birthday Cake Project</b>	10 mins		<i>Birthday Cake</i> project for each student  Precut candles  Crayons and glue	<ol style="list-style-type: none"> <li>1. Give each student a <i>Birthday Cake</i> project and candles.</li> <li>2. Have the students use the correct number of candles to represent their age.</li> <li>3. Have the students glue the candles on the cake and color the page.</li> <li>4. Put the students in pairs.</li> <li>5. Have student 1 ask, "How old are you?"</li> <li>6. Have student 2 point to the candles and say, "I'm ____," (e.g., "I'm four.").</li> <li>7. Have the students switch roles and repeat steps 5-6.</li> <li>8. Have the students find new partners and repeat the activity.</li> <li>9. Tell students to take their projects home to their families, count their candles, and say, "I'm ____."</li> </ol>	Review the phrases "How old are you?" and "I'm ____."
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.


**Lesson 1: Block A (30 mins)**


Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	4 mins	Unit 12 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "How Many Fingers?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Pre-Reading Activity: <i>Where Are the Cats?</i>	10 mins		Ten pictures of cats hidden around the room	<ol style="list-style-type: none"> <li>1. Say, "Oh no! Where are the cats?"</li> <li>2. Have the class repeat, "Where are the cats?"</li> <li>3. Have the students look around the classroom for the cat pictures.</li> <li>4. When a student finds a cat picture, place the picture on the board and have the class count the total number of cats on the board (e.g., "one cat," or "one, two, three cats.&gt;").</li> <li>5. Continue having the students find cat pictures until the tenth cat has been found.</li> <li>6. Have the class count together "one, two, three, four, five, six, seven, eight, nine, ten. Ten cats!"</li> </ol>	Share the book <i>Where Are the Cats?</i>
5. <i>Where Are the Cats?</i>	5 mins	Unit 12 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Where Are the Cats?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	

<b>6. Learn about Honesty</b>	5 mins	Unit 12 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value honesty.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:                      Card 1: "What is happening in this picture?" ("The girl finds a necklace.")                      Card 2: "What is the girl thinking?" ("She likes the necklace.")                      Card 3: "What does the girl do?" ("She gives the necklace to the lady.")                      Card 4: "How does the lady feel?" ("She is happy.") "How does the girl feel?" ("She is happy.")</p> <ol style="list-style-type: none"> <li>6. Explain that when you give things back that don't belong to you, you are being honest. When you are honest, you feel joy.</li> <li>7. As a class, chant, "Be honest!" three times.</li> </ol>	Learn the value honesty.
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### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. Practice an Action:</b> <i>Dance Walk</i>	8 mins		Music the students like	<ol style="list-style-type: none"> <li>1. Arrange students in a circle.</li> <li>2. Start the music.</li> <li>3. Have the class say, "Dance," and start dancing in place.</li> <li>4. Stop the music.</li> <li>5. Have the class say, "Walk," and start walking in a circle.</li> <li>6. Repeat steps 2-5 as time allows.</li> </ol>	Review the actions "dance" and "walk."





<b>8. Big Picture: Happy and Sad</b>	7 mins	Unit 12 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Happy and Sad</i> from the Teacher Menu.</li> <li>2. Show the picture of the girls flying the kite from the Teacher Menu.</li> <li>3. Have the class guess how the girls feel and make the corresponding face.</li> <li>4. Say, "Yes, the girls are happy."</li> <li>5. Have the class repeat, "The girls are happy."</li> <li>6. Repeat with the other pictures (girls flying a kite, girl with broken doll, girl getting present, boy with cat, girl with hurt knee, boy with trophy).</li> </ol>	Review the words "happy" and "sad."
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Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>9. Practice Vocabulary: Musical Numbers</b>	7 mins		<b>Vocabulary pictures</b> (1, 2, 3, 4, 5, 6, 7, 8, 9, 10), at least one number for each student  Music the students like	<ol style="list-style-type: none"> <li>1. Review the numbers with the class.</li> <li>2. Put the students' chairs in a circle facing out.</li> <li>3. Place a number on each chair.</li> <li>4. Play music while the students walk in a circle around the chairs.</li> <li>5. When the music stops, have the students grab the number on the chair closest to them.</li> <li>6. Once everyone has a number, the class faces into the circle.</li> <li>7. Go around the circle and have each student say what number they have.</li> <li>8. After the students have identified their number, have the students put the numbers back on the chair closest to them.</li> <li>9. Play the music again and repeat the activity several times.</li> </ol>	Review the numbers "6," "7," "8," "9," and "10."
<b>10. Practice Saying Phrase: Roll the Ball</b>	8 mins		Ball	<ol style="list-style-type: none"> <li>1. Review the phrases "How old are you?" and "I'm ____."</li> <li>2. Arrange the students in a circle on the floor.</li> <li>3. Roll the ball to one student.</li> <li>4. When the student gets the ball, the class says, "How old are you?"</li> <li>5. The student with the ball says, "I'm ____."</li> <li>6. Then the student rolls the ball to another student.</li> <li>7. Repeat the pattern until all of the students say, "I'm ____."</li> </ol>	Review the phrases "How old are you?" and "I'm ____."

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <b>Big Picture: L l</b>	5 mins	Unit 12 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: L l</i> from the Teacher Menu.</li> <li>2. Show the students capital L.</li> <li>3. Ask, "What's this?"</li> <li>4. Have the class say "capital L."</li> <li>5. Draw capital L in the air with your finger and have the students do it with you.</li> <li>6. Show the students small l.</li> <li>7. Ask, "What's this?"</li> <li>8. Have the class say "small l."</li> <li>9. Draw small l in the air with your finger and have the students do it with you.</li> <li>10. Ask, "What sound does L make?"</li> <li>11. Students say the letter sound.</li> <li>12. Show the picture of the lemon.</li> <li>13. Ask, "What's this?"</li> <li>14. Have the students say "/l/, /l/, lemon."</li> <li>15. Repeat steps 12-14 with the rest of the pictures (lion, leg).</li> </ol>	Review the letters capital L and small l.
12. <b>Dotty's Ditties</b>	5 mins	Unit 12 - Letters tab 	<p><b>Letter pictures</b> (L, l)</p> <p><b>Lyrics</b> Here's how we make a capital L, A capital L, a capital L. Here's how we make a capital L. Let's all do it together.</p> <p>Here's how we make a small letter l, A small letter l, a small letter l. Here's how we make a small letter l. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital L and small l pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

<b>13. Letter Animals Project</b>	13 mins		<p>Letters L and l pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small lion faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with L and l and the cutout lion faces.</li> <li>3. Help students glue the faces on the capital L and small l.</li> <li>4. Have students color their projects.</li> </ol>	
<b>14. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	2 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Ask the students how old they are and prompt them to respond, "I'm ____."</li> <li>Explain that when they turn ____ years old, it will be their birthday (e.g., If they are four, the day they turn five years old it is their birthday.).</li> <li>Explain that we say "Happy Birthday!" on a person's birthday.</li> <li>Say "Happy Birthday!"</li> <li>Have the students repeat "Happy Birthday!"</li> </ol>	Learn the phrase "Happy Birthday!"
	5 mins		Birthday candle	<b>Listen to the Phrase (We do)</b> <ol style="list-style-type: none"> <li>Show students the birthday candle. Say "Happy Birthday!" and pretend to blow out the unlit candle.</li> <li>Hand the candle to a student. As a class, say "Happy Birthday!"</li> <li>Have the students pretend to blow out the candle.</li> <li>Have the class clap and cheer enthusiastically.</li> <li>Have the class ask the student, "How old are you?"</li> <li>Have the student respond.</li> <li>Repeat steps 2-6 until every student in the class has a turn to blow on the candle.</li> <li>Repeat the activity as time allows.</li> </ol>	

	5 mins	Unit 13 - Song tab 		<b>Sing (You do)</b> 1. Play the song “Happy Birthday” from the Teacher Menu. 2. Practice saying the lyrics. 3. Play the song again and encourage students to sing and dance along. 4. Repeat the song until the students are comfortable with the lyrics.	
	7 mins		<b>Vocabulary picture</b> (cake)  Music the students enjoy	<b>Practice (You do)</b> 1. Arrange the students’ chairs in a circle. 2. Tape the picture of a cake to the back of one of the chairs. 3. Start playing the music. 4. Have the students walk in a circle around the chairs. 5. Randomly stop the music. 6. Have each student sit in the chair closest to them. 7. Have the student who is sitting in the chair with the cake stand up. 8. Have the class shout “Happy Birthday!” Then clap and cheer. 9. Have the class sing “Happy Birthday” while the student dances to the song. 10. Have the class stand up and repeat steps 3-9 until every student has had a chance to sit in the cake chair, or as time allows.	
<b>4. Flicker Show</b>	5 mins	Unit 13 - Speaking tab 		1. Play <i>Flicker Show</i> from the Teacher Menu. 2. Have the students repeat the target phrases “Happy Birthday!” 3. Repeat the video as time allows.	


## Lesson 1: Block B (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>5. Photoplay</b>	5 mins	Unit 13 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap an object highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all the objects have been selected.	Learn the words “ice cream,” “cake,” “balloon,” and “water.”

6. <b>Big Picture (Vocabulary)</b>	5 mins	Unit 13 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
7. <b>Word Flurry</b>	5 mins	Unit 13 - Vocabulary tab 		<b>Find the Words (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the students if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

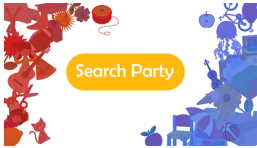
## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Flicker Show</b>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "Happy Birthday."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrase "Happy Birthday."

9. <i>Speak Up 1</i>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 13 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Happy Birthday" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <b>Practice Vocabulary:</b> <i>What's Missing?</i>	10 min		<b>Vocabulary pictures</b> (ice cream, cake, balloon, water)	<ol style="list-style-type: none"> <li>1. Show the students a vocabulary picture for each of the words.</li> <li>2. Ask, "What's this?"</li> <li>3. Choose a student to answer.</li> <li>4. When the student says the word correctly, ask all the students to repeat.</li> <li>5. Put the vocabulary picture on the board.</li> <li>6. Repeat steps 1-6 for each word.</li> <li>7. Tell the students to close their eyes.</li> <li>8. Remove one of the vocabulary pictures.</li> <li>9. Tell the students to open their eyes.</li> <li>10. Ask if they know which vocabulary picture is missing.</li> <li>11. When a student guesses the correct word, show the vocabulary picture and encourage the students to say the word aloud.</li> <li>12. Put the vocabulary picture back on the board.</li> <li>13. Repeat steps 7-12 as time allows.</li> </ol>	Review the words "ice cream," "cake," "balloon," and "water."


13. <i>Search Party</i>	8 mins	Unit 13 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 13 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Happy Birthday" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action: Clap Stop	3 mins			<ol style="list-style-type: none"> <li>1. Clap your hands and say, "Clap your hands."</li> <li>2. Have the class repeat the command and do the action.</li> <li>3. Say, "Clap your hands."</li> <li>4. Have the class repeat the command and clap their hands.</li> <li>5. Have the class continue to clap until you say, "Stop."</li> <li>6. Have the class repeat, "Stop," and stop clapping.</li> <li>7. Say, "Clap ____," telling the students to clap "fast" or clap "slow."</li> <li>8. Have the class repeat the command and follow the direction.</li> <li>9. Have the class continue to clap until you say, "Stop."</li> <li>10. Have the class repeat, "Stop," and stop clapping.</li> <li>11. Repeat steps 8-11 several times, alternating between "fast" and "slow."</li> </ol>	Learn the action "clap your hands."
5. Dotty's Ditties	5 mins	Unit 13 - Resources tab 	<b>Lyrics</b> Clap your hands fast, fast, SLOW; Fast, fast, SLOW; Fast, fast, SLOW. Now it's time for us to go, Fast and SLOW.	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class sing and do the actions.</li> <li>3. Repeat the song until the students are comfortable with the lyrics or as time allows.</li> </ol>	Review actions.  Review the words "fast" and "slow."



<p>6. Practice Fast and Slow: <i>Fast or Slow?</i></p>	<p>5 mins</p>			<ol style="list-style-type: none"> <li>1. Review the actions the students have previously learned ("stand up," "sit down," "jump," "dance," "draw," "run," "walk"). Have students do them fast and slow.</li> <li>2. Choose a student to come to the front of the class.</li> <li>3. Whisper one of the actions to the student. Tell the student to do the action either "fast" or "slow."</li> <li>4. Have the class guess the action the student is doing and if the student is doing the action fast or slow.</li> <li>5. Repeat steps 2-4 with multiple students.</li> </ol>	
<p>7. Show me, Miss Daisy</p>	<p>7 mins</p>	<p>Unit 1 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Show me, Miss Daisy</i> from the Teacher Menu. (Go to the <b>Unit 1</b> Resources tab.)</li> <li>2. When Miss Daisy says "Hi," have the class reply "Hi."</li> <li>3. Have the class say "Hi" to all the bugs with Miss Daisy.</li> <li>4. When Miss Daisy runs, have the class stand up and run fast in place.</li> <li>5. When Miss Daisy stops running, have the class run slow.</li> <li>6. When Miss Daisy jumps, have the class jump with her fast and slow.</li> <li>7. When Wrigley eats fast, have the class pretend to eat fast.</li> <li>8. When Miss Daisy eats slow, have the class eat slow.</li> <li>9. When Miss Daisy says "Bye" to Webster, have the class say "Bye."</li> <li>10. When Dotty and Miss Daisy dance, have the class dance with them fast and slow.</li> <li>11. When Miss Daisy says "Goodbye," have the class say "Goodbye."</li> <li>12. Play the video again to help the class understand the language and hear the target words.</li> <li>13. Discuss the video with the class.</li> <li>14. Have the class do the different actions fast and slow (e.g., "Run fast!" "Jump slow!").</li> </ol>	

## Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. Learn Classroom Language: <i>I Don't Understand</i>	7 mins		Puppet	<ol style="list-style-type: none"> <li>1. Pretend the puppet is the one talking and say "squeak, squeak, squeak" or some other sound that is not understandable.</li> <li>2. Shrug your shoulders, frown, and say to the puppet, "I don't understand."</li> <li>3. Repeat steps 1-2 a couple of times.</li> <li>4. This time in the puppet's voice say, "Hello, my name is ____."</li> <li>5. Reply to the puppet, "Ah, I understand. Hi, ____."</li> <li>6. Repeat steps 1-5, having the class repeat the phrase, "I don't understand."</li> <li>7. Repeat the activity, this time having the puppet address the class and having the class respond appropriately, responding with "I don't understand" when the puppet's words are unintelligible.</li> </ol>	Learn the phrase "I don't understand."
9. Learn Classroom Language: <i>My Turn, Your Turn</i>	8 mins		Puppet	<ol style="list-style-type: none"> <li>1. Say, "It's my turn," and hold up the puppet, having the puppet make a funny sound.</li> <li>2. The class repeats, "It's my turn."</li> <li>3. Address one of the students and say, "It's your turn." The class repeats, "It's your turn."</li> <li>4. Hand the puppet to the student.</li> <li>5. Have the student say, "It's my turn."</li> <li>6. Help the student put their hand inside the puppet and prompt the student to make the puppet speak or squeak.</li> <li>7. After the student has had a turn, the student passes the puppet to another student and says, "It's your turn."</li> <li>8. The receiving student says, "It's my turn."</li> <li>9. Continue this pattern with prompting as needed until the students understand and can use the two new phrases.</li> <li>10. When all the students have had a chance to have the puppet and if time allows, consider passing around another object to practice the phrases.</li> </ol>	Learn the phrases "It's your turn" and "It's my turn."

Break - 5 mi


## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Letter Eggs: M</i>	5 mins	Unit 13 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: M</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "M, /m/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/m/" as they are tracing.</li> <li>7. The class says "/m/, mouse."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/m/" as they are tracing.</li> <li>10. The class says "/m/, monkey."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	Learn the letters capital M and small m.
11. <i>Letter Eggs: m</i>	5 mins	Unit 13 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: m</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "m, /m/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/m/" as they are tracing.</li> <li>7. The class says "/m/, mouse."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound "/m/" as they are tracing.</li> <li>10. The class says "/m/, monkey."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	

12. Practice Letters and Sounds: <i>The Fly Swatter Game</i>	2 mins		<b>Letter pictures</b> (M, m, monkey, mouse)	<b>Play a Letter Game (Set up)</b> <ol style="list-style-type: none"> <li>1. Show the picture of capital M and say “capital M.”</li> <li>2. Have the class repeat “capital M.”</li> <li>3. Put the picture in a place where the class can see it.</li> <li>4. Repeat steps 1-2 with small m.</li> <li>5. Show the picture of the monkey and say “/m/, /m/, monkey.”</li> <li>6. Have the class repeat “/m/, /m/, monkey.”</li> <li>7. Put the picture in a place where the class can see it.</li> <li>8. Repeat steps 4-7 with the mouse picture.</li> </ol>	Practice letters M and m.
	3 mins		3-4 fly swatters or something to tap with	<b>Model the Game (I do)</b> <ol style="list-style-type: none"> <li>1. Hold the fly swatter.</li> <li>2. Say “capital M.”</li> <li>3. Use the fly swatter to slap the picture of capital M.</li> <li>4. Have the class repeat “capital M.”</li> <li>5. Repeat steps 2-4 with small m.</li> <li>6. Say “/m/, /m/, monkey.”</li> <li>7. Slap the picture of the monkey.</li> <li>8. Have the class repeat “/m/, /m/, monkey.”</li> <li>9. Repeat steps 6-8 with the mouse picture.</li> </ol>	
	5 mins			<b>Model the Game (We do)</b> <ol style="list-style-type: none"> <li>1. Choose two students to come to the front.</li> <li>2. Give each student a fly swatter.</li> <li>3. Say one of the letter or animal pictures.</li> <li>4. Have the students race to tap the picture with their fly swatter.</li> <li>5. Have the class repeat the letter or animal you said.</li> <li>6. Repeat steps 2-4 a few times with the same two students.</li> <li>7. Choose three or four new students to come up.</li> <li>8. Repeat steps 2-4, having the students race to tap the word you say.</li> </ol>	



	5 mins			<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Have each group form a line.</li> <li>3. Give the first student in each line a fly swatter.</li> <li>4. Say one of the letter or animal pictures.</li> <li>5. Have the students with the fly swatters race to tap the picture.</li> <li>6. Have the class repeat what you said.</li> <li>7. The student who taps the picture first earns a point for their team.</li> <li>8. The students go back to their lines and give the fly swatters to the next person in line.</li> <li>9. Repeat steps 4-8 until all students have tapped a picture.</li> <li>10. The team with the most points wins.</li> </ol>	
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## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Happy Birthday</i>	5 mins		A small box wrapped like a birthday present	<ol style="list-style-type: none"> <li>1. Review the phrase "Happy Birthday."</li> <li>2. Arrange the students in a circle on the floor.</li> <li>3. Give the present to one student.</li> <li>4. Have the class join you in saying "Happy Birthday, ____."</li> <li>5. The student with the present passes it to the next student.</li> <li>6. The class says "Happy Birthday, ____."</li> <li>7. Repeat the pattern until all of the students have a chance to hold the present.</li> </ol>	Share the book <i>Happy Birthday</i> .
	8 mins	Unit 13 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Happy Birthday</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>4. If a word is highlighted along with the illustration, point the word out to the class. Have the students repeat the word.</li> <li>5. Continue this procedure throughout the book.</li> </ol>	
14. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 13 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Happy Birthday" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Big Picture: M m	5 mins	Unit 13 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: M m</i> from the Teacher Menu.</li> <li>2. Show the students capital M.</li> <li>3. Say, "This is capital M."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital M in the air with your finger and have the students do it with you.</li> <li>6. Show the students small m.</li> <li>7. Say, "This is small m."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small m in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital M and small m make the sound /m/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the letter sound pictures that start with m.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture (e.g., "/m/, /m/, mouse.").</li> <li>14. Ask the students to repeat "/m/, /m/, mouse."</li> <li>15. Follow the pattern for each of the words that start with m (mouse, monkey, mom).</li> </ol>	Review the letters capital M and small m.

5. "ABC Song"	5 mins	Unit 13 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter M.</li> <li>4. Have the class say "M" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	
6. Write and Say: M m	5 mins	Unit 13 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: M m from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/m/, mouse" and "/m/, monkey."</li> </ol>	

## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 13 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the students to say the word aloud.</li> <li>5. If they say the correct word, tap the correct button.</li> <li>6. If they say an incorrect word, tap the incorrect button and have them repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "ice cream," "cake," "balloon," and "water."
8. Match Maker	5 mins	Unit 13 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the students repeat the vocabulary words.</li> </ol>	






<b>9. <i>Speak Up 1</i></b>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "Happy Birthday."
<b>10. <i>Speak Up 2</i></b>	5 mins	Unit 13 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. <i>Decorate the Letter: M</i></b>	5 mins	Unit 13 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: M</i> from the Teacher Menu.</li> <li>2. When capital M appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "capital M."</li> <li>4. Have the class say the sound "/m/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital M, /m/").</li> <li>6. Choose a student to say "capital M, /m/."</li> <li>7. Have the class repeat "capital M, /m/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital M and small m.



<p>12. <i>Decorate the Letter: m</i></p>	<p>5 mins</p>	<p>Unit 13 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: m</i> from the Teacher Menu.</li> <li>2. When small m appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "small m."</li> <li>4. Have the class say the sound "/m/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small m, /m/").</li> <li>6. Choose a student to say "small m, /m/."</li> <li>7. Have the class repeat "small m, /m/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 13 - Letters tab</p> 	<p><b>Letter pictures</b> (M, m)</p> <p><b>Lyrics</b> Here's how we make a capital M, A capital M, a capital M. Here's how we make a capital M. Let's all do it together.</p> <p>Here's how we make a small letter m, A small letter m, a small letter m. Here's how we make a small letter m. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital M and small m pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 13 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. The class sings the song.</li> <li>3. Select students to come up and tap small m.</li> <li>4. The class says "m" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Practice a Phrase:</b> <i>Birthday Musical Chairs</i>	8 mins		<b>Vocabulary picture</b> (cake)  Music the students enjoy	<ol style="list-style-type: none"> <li>1. Arrange the students' chairs in a circle.</li> <li>2. Tape the picture of a cake to the back of one of the chairs.</li> <li>3. Start playing the music.</li> <li>4. Have the students walk in a circle around the chairs.</li> <li>5. Randomly stop the music.</li> <li>6. Have each student sit in the chair closest to them.</li> <li>7. Have the student who is sitting in the chair with the cake stand up.</li> <li>8. Have the class shout "Happy Birthday!" and then clap and cheer.</li> <li>9. Have the class sing the song "Happy Birthday" while the student dances.</li> <li>10. Have the class stand up and repeat steps 3-9 until every student has had a chance to sit in the cake chair or as time allows.</li> </ol>	
<b>16. Show What You Learned:</b> <i>Birthday Card</i>	10 mins		<i>Birthday Card</i> project for each student, folded into fourths  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a <i>Birthday Card</i> project and crayons.</li> <li>2. Have students color the card.</li> <li>3. After coloring their cards, have the students find a partner.</li> <li>4. Have student 1 give their card to student 2 and say "Happy Birthday!"</li> <li>5. Student 2 says "Happy Birthday" back and gives student 1 their card.</li> <li>6. Have the students get their original cards back from their partner and find a new partner.</li> <li>7. Have the student repeat steps 3-6 until they are comfortable saying the phrase or as time allows.</li> <li>8. Have the students take their cards home and talk to their parents about what they learned.</li> </ol>	Review the phrase "Happy Birthday."
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	4 mins	Unit 13 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Happy Birthday" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>What's This?</i>	8 mins	Unit 13 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>What's This?</i> from the Teacher Menu.</li> <li>2. After the narrator reads, "What's this?" have students guess what it might be.</li> <li>3. When the narrator reveals the picture item, have the students clap if they guessed correctly.</li> <li>4. Continue this pattern throughout the book.</li> <li>5. Show the book again.</li> <li>6. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> </ol>	Share the book <i>What's This?</i>
	10 mins		A sheet of paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a sheet of paper and crayons.</li> <li>2. Tell the students to draw something they like.</li> <li>3. Once the students are finished, help them fold their papers to cover most of their pictures.</li> <li>4. Have a student come up and show their mostly hidden picture.</li> <li>5. Have the class ask, "What's this?"</li> <li>6. Have the student unfold their picture to show the whole image.</li> <li>7. Have the student answer, "It's a ____."</li> <li>8. Repeat until every student has a turn to show their picture.</li> </ol>	


5. <b>Dotty's Ditties</b>	3 mins	Unit 13 - Resources tab 	<b>Lyrics</b> Clap your hands fast, fast, SLOW; Fast, fast, SLOW; Fast, fast, SLOW. Now it's time for us to go, Fast and SLOW.	<ol style="list-style-type: none"> <li>1. Have the students say the words "clap," "hands," "fast," and "slow."</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the students sing and do the actions. Repeat the song several times.</li> </ol>	Review the words "fast" and "slow."
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## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. <b>Value Animation</b>	7 mins	Unit 13 – Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value self-discipline.</li> <li>2. Play <i>Value Animation</i> from the Teacher Menu.</li> <li>3. Play the video until the first decision.</li> <li>4. Invite a student to tap an option and have students continue to watch the animation.</li> <li>5. Discuss the animation. Ask the class, "Who is having a birthday?" and then ask, "What made the girl sad?"</li> <li>6. Play the animation again.</li> <li>7. After each segment, ask the class how the boy feels and how the girl feels.</li> <li>8. Tell the class, "When you make a good choice, you feel joy!"</li> </ol>	Learn the value self-discipline.
7. <b>Practice Self-Discipline</b>	8 mins		Small gift bag (kept secret and closed) with enough treats or stickers in it for the whole class	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value self-discipline.</li> <li>2. Have students sit in a circle.</li> <li>3. Show students the gift bag.</li> <li>4. Tell the class that there is something very special in the bag and that they should not open the bag or peek inside.</li> <li>5. Have the students pass the bag around the circle so that each student can touch it.</li> <li>6. Once the bag has gone around the circle, tell students that they made a good choice: they had self-discipline by deciding to follow directions and not look in the bag. Hand out the treats.</li> <li>7. Ask students how they feel.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. Practice Vocabulary: <i>Pass the Picture</i>	5 mins		<b>Vocabulary pictures</b> (ice cream, cake, balloon, water)  Music the students like	<ol style="list-style-type: none"> <li>1. Show the vocabulary picture of ice cream and say "ice cream." Students repeat the word.</li> <li>2. Repeat with each of the vocabulary pictures multiple times.</li> <li>3. Play music and hand one student a vocabulary picture.</li> <li>4. Have students pass the picture from student to student as fast as they can down the row. Stop the music at any point.</li> <li>5. When the music stops, the student holding the picture comes to the front and says the word.</li> <li>6. The other students repeat the word.</li> <li>7. Repeat the steps until all the pictures have been used or do it again to give every student a chance to say a vocabulary word.</li> </ol>	Review the words "ice cream," "cake," "balloon," and "water."
9. Practice Saying Phrase: <i>Pass the Present</i>	5 mins		A small box wrapped like a birthday present	<ol style="list-style-type: none"> <li>1. Review the phrase "Happy Birthday."</li> <li>2. Arrange the students in a circle on the floor.</li> <li>3. Give the present to one student.</li> <li>4. Have the class join you in saying "Happy Birthday, ____."</li> <li>5. The student with the present passes it to another student.</li> <li>6. The class says "Happy Birthday, ____."</li> <li>7. Repeat the pattern until all of the students have a chance to hold the present.</li> </ol>	Review the phrase "Happy Birthday."
10. <i>Show me, Miss Daisy</i>	5 mins	Unit 13 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Show me, Miss Daisy</i> from the Teacher Menu.</li> <li>2. Tell the class to listen for the words "pink," "balloon," "cake," and "birthday." When they hear these words, the students stand up and clap.</li> <li>3. Play the video again to help the class understand the language and hear the target words.</li> <li>4. Discuss the video with the class.</li> </ol>	Review words and phrases.

## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <b>Big Picture: M m</b>	5 mins	Unit 13 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture M m</i> from the Teacher Menu.</li> <li>2. Show the students capital M.</li> <li>3. Say, "This is capital M."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital M in the air with your finger and have the students do it with you.</li> <li>6. Show the students small m.</li> <li>7. Say, "This is small m."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small m in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital M and small m make the sound /m/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the letter sound pictures that start with m.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture (e.g., "/m/, /m/, mouse").</li> <li>14. Ask the students to repeat "/m/, /m/, mouse."</li> <li>15. Follow the pattern for each of the words that start with m (mouse, monkey, mom).</li> </ol>	Review the letters capital M and small m.
12. <b>Dotty's Ditties</b>	5 mins	Unit 13 - Letters tab 	<p><b>Letter pictures</b> (M, m)</p> <p><b>Lyrics</b> Here's how we make a capital M, A capital M, a capital M. Here's how we make a capital M. Let's all do it together.</p> <p>Here's how we make a small letter m, A small letter m, a small letter m. Here's how we make a small letter m. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital M and small m pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	



<b>13. Letter Animals Project</b>	13 mins		<p>Letters M and m pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small monkey faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with M and m and the cutout monkey faces.</li> <li>3. Help students glue the faces on the capital M and small m.</li> <li>4. Have students color their projects.</li> </ol>	
<b>14. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.








## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 14 – Song tab 		<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture</i> from the Teacher Menu.</li> <li>2. Show the picture of pink.</li> <li>3. Say, "This is pink. Say 'pink.'"</li> <li>4. Students say "pink."</li> <li>5. Repeat the steps with each picture (pink, black, brown, white).</li> <li>6. Show the colors again.</li> <li>7. Ask the class, "What color is it?"</li> <li>8. Have the class respond with the color.</li> <li>9. Repeat steps 7-8 until the class is comfortable saying all the colors.</li> </ol>	Learn the phrases "What color is it?" and "It's ____."
	5 mins			<b>Teach the Lyrics (We do)</b> <ol style="list-style-type: none"> <li>1. Look around the classroom and find something that is the color pink.</li> <li>2. Ask the class, "What color is it?"</li> <li>3. Prompt the students to respond, "It's pink."</li> <li>4. Repeat steps 1-3 with each color (pink, black, brown, white).</li> <li>5. Invite a student to the front of the room.</li> <li>6. Have the student search the classroom for an object that is the color of their choice.</li> <li>7. Have the student ask the class, "What color is it?"</li> <li>8. The class responds, "It's ____," (e.g., "It's black.&gt;").</li> <li>9. Repeat the activity until every student has had a turn to ask the class, "What color is it?" or as time allows.</li> </ol>	

	5 mins		Crayons, enough for each student to have one	<b>Practice colors (We do)</b> <ol style="list-style-type: none"> <li>1. Give each student a crayon.</li> <li>2. Have the students spread out in the classroom.</li> <li>3. Tell students holding different colors to do different actions (e.g., "Green, clap your hands.&gt;").</li> <li>4. Name the colors multiple times and prompt students to do their action and say their phrase.</li> <li>5. Repeat the activity as time allows.</li> </ol>	
	5 mins	Unit 14 - Song tab 		<b>Sing (You do)</b> <ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Play the song again, encouraging students to sing along.</li> <li>3. Repeat the song until the students are comfortable with the lyrics.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play Flicker Show from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "What color is it?" and "It's ____."</li> <li>3. Repeat the video as time allows</li> </ol>	


### Lesson 1: Block B (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 14 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	Learn the words "boy," "girl," "rabbit," and "frog."

6. <b>Big Picture (Vocabulary)</b>	5 mins	Unit 14 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
7. <b>Word Flurry</b>	5 mins	Unit 14 - Vocabulary tab 		<b>Find the Words (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the students if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	


Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Flicker Show</b>	5 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "What color is it?" and "It's ____."</li> <li>3. Repeat the video as time allows</li> </ol>	Review the phrases "What color is it?" and "It's ____."

9. <i>Speak Up 1</i>	5 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 14 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	



## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <b>Practice Vocabulary:</b> <i>Find a Picture</i>	10 min		<b>Vocabulary pictures</b> (boy, girl, rabbit, frog), enough for each student to find a picture	<ol style="list-style-type: none"> <li>1. Hide the pictures around the classroom.</li> <li>2. Tell students to find one picture.</li> <li>3. Once they have found a picture, they return to their seats and keep the picture.</li> <li>4. When all the pictures are found, have each student show their picture to the class and say the word.</li> <li>5. The class repeats each word.</li> </ol>	Review the words "boy," "girl," "rabbit," and "frog."
13. <i>Search Party</i>	8 mins	Unit 14 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	

14. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say “Goodbye” and wave to the class.</li><li>3. Have the students wave and say “Goodbye.”</li></ol>	Wrap up.
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## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 14 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Dotty's Ditties	5 mins	Unit 14 - Actions tab 	<b>Lyrics</b> Stand up! Jump, jump! Sit down! Clap, clap! Stand up! Jump, jump! Sit down! Clap, clap! Stand up! Sit down! Clap, clap, clap!	<ol style="list-style-type: none"> <li>1. Begin seated.</li> <li>2. Stand up and say, "Stand up."</li> <li>3. Have the students do the action and say, "Stand up."</li> <li>4. Sit down and say, "Sit down."</li> <li>5. Have the students do the action and say, "Sit down."</li> <li>6. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>7. Have the class say the chant and do the accompanying actions.</li> <li>8. Repeat the chant several times until the students are comfortable with the lyrics.</li> </ol>	Review the actions "stand up" and "sit down."
5. Learn an Action: Sit By	5 mins		<b>Vocabulary pictures</b> (teacher's choice for review)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Spread out the pictures around the classroom.</li> <li>3. Say, "Sit by the _____," (e.g., "Sit by the frog.").</li> <li>4. Have the class repeat the command.</li> <li>5. Have the class sit by the picture you said.</li> <li>6. Repeat steps 3-5 multiple times with all the pictures.</li> </ol>	Learn the action "sit by the _____."

<b>6. Practice an Action:</b> <b>Action Chairs</b>	10 mins		<b>Vocabulary pictures</b> (teacher's choice for review)	<ol style="list-style-type: none"> <li>1. Spread out the pictures around the classroom.</li> <li>2. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>3. Have the students stand at their original spots.</li> <li>4. Remove one chair from the line.</li> <li>5. Naming one of the vocabulary pictures, say, "Sit by the ____."</li> <li>6. Have the class repeat the command and sit by the picture you said.</li> <li>7. After the students sit by several pictures, say, "Sit by the teacher."</li> <li>8. Have the students shout, "Sit by the teacher," rush to the chairs at the front of the room and sit down.</li> <li>9. The student without a chair is out and stands by the teacher. The students with chairs, return to their original spots.</li> <li>10. The students who are out continue saying the commands.</li> <li>11. Remove another chair from the line.</li> <li>12. Repeat steps 5-11 until only one student is left. This student is the winner.</li> </ol>	
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### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. Learn More Words</b>	7 mins			<ol style="list-style-type: none"> <li>1. Make a sad face. Say "sad."</li> <li>2. Have the class make sad faces and repeat "sad."</li> <li>3. Make a happy face. Say "happy."</li> <li>4. Have the class make happy faces and repeat "happy."</li> <li>5. Make a sad face. Say, "I am sad."</li> <li>6. Have the class make sad faces and repeat, "I am sad."</li> <li>7. Make a happy face. Say, "I am happy."</li> <li>8. Have the class make happy faces and repeat, "I am happy."</li> <li>9. Have a student come to the front, make a face and say the corresponding sentence.</li> <li>10. Have the class make the same face and repeat the sentence.</li> <li>11. Repeat steps 9-10 until every student has a turn or as time allows.</li> </ol>	Learn the words "happy" and "sad."


<p>8. Practice Happy and Sad: 1, 2, 3, Happy!</p>	8 mins			<ol style="list-style-type: none"> <li>1. Have students cover their faces with their hands.</li> <li>2. Tell the class that on the count of three, you will say "happy" or "sad." Students must immediately put their hands down and make the correct face.</li> <li>3. Have the students count with you "one, two, three..."</li> <li>4. Say "happy!" or "sad!"</li> <li>5. Students put their hands down and reveal their happy or sad faces.</li> <li>6. Identify the correct emotion on your own face and say the corresponding sentence, " ____ . I am ____ ."</li> <li>7. Have the students repeat the sentence.</li> <li>8. Again, have students cover their faces and repeat the activity.</li> <li>9. Practice for a few rounds. Consider giving a few students a turn to lead the class for this activity.</li> </ol>	
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Break - 5 mins

## Lesson 2: Block A (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>9. <i>Letter Eggs:</i> N</p>	5 mins	Unit 14 - Letters tab 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: N</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "n, /n/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/n/" as they are tracing.</li> <li>7. The class says "/n/, nose."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/n/" as they are tracing.</li> <li>10. The class says "/n/, nest."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital N and small n.



<b>10. Letter Eggs: n</b>	5 mins	Unit 14 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: n</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says “n, /n/.”</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound “/n/” as they are tracing.</li> <li>7. The class says “/n/, nose.”</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound “/n/” as they are tracing.</li> <li>10. The class says “/n/, nest.”</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	
<b>11. Practice Letters and Sounds: Letter and Picture Formation</b>	2 mins		<b>Letter pictures</b> (N, n, nest, nose)	<b>Play a Letter Game (Set up)</b> <ol style="list-style-type: none"> <li>1. Show the picture of capital N and say “capital N.”</li> <li>2. Have the class repeat “capital N.” Put the picture in front of the class so they can see it.</li> <li>3. Repeat steps 1-2 with small n.</li> <li>4. Show the picture of the nest and say “/n/, /n/, nest.”</li> <li>5. Have the class repeat “/n/, /n/, nest.” Put the picture in front of the class.</li> <li>6. Repeat steps 4-5 with the nose picture.</li> </ol>	Practice letters N and n.
	3 mins		Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make letters	<b>Model the Game (I do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of capital N and say “capital N.”</li> <li>2. Make a capital N with play dough or chenille stem.</li> <li>3. Show the letter to the class.</li> <li>4. Have the class repeat “capital N.”</li> <li>5. Repeat steps 2-4 with small n.</li> <li>6. Point to the picture of the nest.</li> <li>7. Make a nest with play dough or chenille stems.</li> <li>8. Show the nest to the class.</li> <li>9. Say “/n/, /n/, nest.”</li> <li>10. Have the class repeat “/n/, /n/, nest.”</li> <li>11. Repeat steps 6-10 with the nose picture.</li> </ol>	



	5 mins		Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make letters	<p><b>Practice the Activity (We do)</b></p> <ol style="list-style-type: none"> <li>1. Give the students playdough or chenille stems.</li> <li>2. Point to the picture of capital N and say, "Make capital N."</li> <li>3. Have the class use their playdough or chenille stems to make capital N.</li> <li>4. Walk around and look at the students' letters.</li> <li>5. Provide feedback as needed.</li> <li>6. When most the of students have finished making the letter, have them point to their letter and say, "This is capital N."</li> <li>7. Repeat steps 2-6 for small n.</li> <li>8. Point to the picture of the nest and say, "Make a nest."</li> <li>9. Have the class try to make a nest with their playdough or chenille stems.</li> <li>10. When most of the class is finished making a nest, have the students point to their nest and say "/n/, /n/ nest."</li> <li>11. Repeat steps 8-10 with the picture of the nose.</li> </ol>	
	5 mins		Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make letters	<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Randomly say "capital N," "small N," "nest," or "nose."</li> <li>2. Have the class use their play dough or chenille stems to make the letter or object you say.</li> <li>3. Walk around and look at what the students have made.</li> <li>4. Provide feedback as needed.</li> <li>5. When most the of students have finished making their letter or object, point to the picture.</li> <li>6. Have the students check what they made against the picture.</li> <li>7. Have the class point to what they have made and say, "This is _____."</li> <li>8. Repeat steps 1-7 until the class has had enough practice making the letters and objects.</li> </ol>	



## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. Practice Colors: Musical Colors	8 mins		<b>Vocabulary pictures</b> (yellow, red, blue, green, white, pink)  Music the students like	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Give random students the vocabulary pictures.</li> <li>3. Start the music.</li> <li>4. Have the students holding the vocabulary pictures pass their pictures to the person on their right.</li> <li>5. Have the students continue to pass the pictures around the circle until you stop the music.</li> <li>6. The students who are holding one of the vocabulary pictures stand up.</li> <li>7. The class asks each student, "What color is it?"</li> <li>8. Have the student answer, "It's ____," saying the color they are holding.</li> <li>9. Repeat the activity multiple times.</li> </ol>	Share the book <i>What Color Is It?</i>
13. <i>What Color Is It?</i>	5 mins	Unit 14 - Book tab 	<ol style="list-style-type: none"> <li>1. Show the book <i>What Color is It?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If the word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>		
14. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 14 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: N n</i>	5 mins	Unit 14 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: N n</i> from the Teacher Menu.</li> <li>2. Show the students capital N.</li> <li>3. Say, "This is capital N."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital N in the air with your finger and have the students do it with you.</li> <li>6. Show the students small n.</li> <li>7. Say, "This is small n."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small n in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital N and small n make the sound /n/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the letter sound pictures that start with n.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/n/, /n/, nose."</li> <li>14. Ask the students to repeat "/n/, /n/, nose."</li> <li>15. Follow the pattern for each of the words that start with n (nose, nest, night).</li> </ol>	Review the letters capital N and small n.

5. "ABC Song"	5 mins	Unit 14 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter N.</li> <li>4. Have the class says "N" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	
6. Write and Say: N n	5 mins	Unit 14 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: N n from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/n/, nose" and "/n/, nest."</li> </ol>	

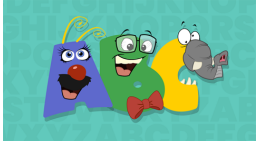
## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 14 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the students to say the word aloud.</li> <li>5. If they say the correct word, tap the correct button.</li> <li>6. If they say an incorrect word, tap the incorrect button and have them repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "boy," "girl," "rabbit," and "frog."
8. Match Maker	5 mins	Unit 14 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the students repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrases "What color is it?" and "It's ____."
10. <i>Speak Up 2</i>	5 mins	Unit 14 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: N</i>	5 mins	Unit 14 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: N</i> from the Teacher Menu.</li> <li>2. When capital N appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "capital N."</li> <li>4. Have the class say the sound "/n/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital N, /n/").</li> <li>6. Choose a student to say "capital N, /n/."</li> <li>7. Have the class repeat "capital N, /n/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital N and small n.

<p>12. <i>Decorate the Letter: n</i></p>	<p>5 mins</p>	<p>Unit 14 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: n</i> from the Teacher Menu.</li> <li>2. When small n appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "small n."</li> <li>4. Have the class say the sound "/n/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small n, /n/").</li> <li>6. Choose a student to say "small n, /n/."</li> <li>7. Have the class repeat "small n, /n/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 14 - Letters tab</p> 	<p><b>Letter pictures</b> (N, n)</p> <p><b>Lyrics</b> Here's how we make a capital N, A capital N, a capital N. Here's how we make a capital N. Let's all do it together.</p> <p>Here's how we make a small letter n, A small letter n, a small letter n. Here's how we make a small letter n. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital N and small n pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 14 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. The class sings the song.</li> <li>3. Select students to come up and tap small n.</li> <li>4. The class says "n" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


## Lesson 2: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Show What You Learned:</b> <i>Colored Fish</i>	15 mins		<i>Colored Fish</i> project for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a project.</li> <li>2. Review the word "fish."</li> <li>3. Tell the students to color each of the fish a different color.</li> <li>4. Have a student come to the front of the class with their completed project.</li> <li>5. The student points to a fish in their aquarium.</li> <li>6. Have the student ask the class, "What color is it?"</li> <li>7. Have the class respond, "It's ____."</li> <li>8. Repeat until every student has had a turn.</li> </ol>	Review the phrases "What color is it?" and "It's ____."
<b>16. Practice Colors:</b> <i>Musical Colors</i>	3 mins		<b>Vocabulary Pictures</b> (yellow, red, blue, green, white, pink)  Music the students like	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Give random students the vocabulary pictures.</li> <li>3. Start the music.</li> <li>4. Have the students holding the vocabulary picture pass the pictures to the person on their right.</li> <li>5. Have the students continue to pass the pictures around the circle until you stop the music.</li> <li>6. The students who are holding one of the vocabulary pictures stand up.</li> <li>7. The class asks each student, "What color is it?"</li> <li>8. Have the student answer, "It's ____," saying the color they are holding.</li> <li>9. Repeat the activity multiple times.</li> </ol>	
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	4 mins	Unit 14 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What Color Is It?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Practice Happy and Sad: 1, 2, 3, Happy!	5 mins			<ol style="list-style-type: none"> <li>1. Have students cover their faces with their hands.</li> <li>2. Tell the class that on the count of three, you will say "happy" or "sad." Students must immediately put their hands down and make the correct face.</li> <li>3. Have the students count with you "one, two, three..."</li> <li>4. Say "happy!" or "sad!"</li> <li>5. Students put their hands down and reveal their happy or sad faces.</li> <li>6. Identify the correct emotion on your own face and say the corresponding sentence, " ____ . I am ____ ."</li> <li>7. Have the students repeat the sentence.</li> <li>8. Again, have students cover their faces and repeat the activity.</li> <li>9. Practice for a few rounds. Consider giving a few students a turn to lead the class for this activity.</li> </ol>	Share the book <i>Happy, Sad</i> .

<p>5. <i>Happy, Sad</i></p>	<p>7 mins</p>	<p>Unit 14 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Show the book <i>Happy, Sad</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
<p>6. Learn about Gratitude</p>	<p>8 mins</p>	<p>Unit 14 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value gratitude.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:</p> <p>Card 1: "What is happening in this picture?" ("The rabbit runs away.")</p> <p>Card 2: "How do the girl and her mom feel?" ("They are sad. They are worried about the rabbit.") "What are they doing?" ("They are looking for the lost rabbit.")</p> <p>Card 3: "What happened?" ("The man found the rabbit.") "How does the girl feel now?" ("She is happy.")</p> <p>Card 4: "What did the girl and her mom do?" ("They brought a present to the old man.") "Why would they do that?" ("They were grateful to the man for finding the rabbit.")</p> <ol style="list-style-type: none"> <li>6. Say, "If someone helps you and you say 'Thank you' or do something nice for them, you are grateful. When you are grateful, you feel joy!"</li> </ol>	<p>Learn the value gratitude.</p>

**Lesson 1: Block B (15 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>7. Practice an Action: <i>Sit By</i></b></p>	<p>5 mins</p>		<p><b>Vocabulary pictures</b> (teacher’s choice for review)</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Spread the pictures out in the classroom.</li> <li>3. Say, “Sit by the _____,” (e.g., “Sit by the frog.”).</li> <li>4. Have the class repeat the command.</li> <li>5. Have the class sit by the picture you said.</li> <li>6. Repeat steps 3-5 multiple times with all the pictures.</li> </ol>	
<p><b>8. Practice an Action: <i>Action Chairs</i></b></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (teacher’s choice for review)</p>	<ol style="list-style-type: none"> <li>1. Place the pictures spread out in the classroom.</li> <li>2. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>3. Have the students stand at their original spots.</li> <li>4. Remove one chair from the line.</li> <li>5. Naming one of the vocabulary pictures, say, “Sit by the _____.”</li> <li>6. Have the class repeat the command and sit by the picture you said.</li> <li>7. After you have had the students sit by several pictures, say, “Sit by the teacher.”</li> <li>8. Have the students shout, “Sit by the teacher,” rush to the chairs at the front of the room, and sit down.</li> <li>9. The student without a chair is out and returns with the chair to their original spot.</li> <li>10. The students who are out stay in their seats and continue saying the commands.</li> <li>11. Remove another chair from the line.</li> <li>12. Have the students who are sitting return and stand at their original spots.</li> <li>13. Repeat steps 5-11 until only one student is left. This student is the winner.</li> </ol>	<p>Learn the action “sit by the _____.”</p>

**Break - 5 mins**

**Lesson 2: Block A (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>9. Practice Vocabulary: Beanbag Toss</b></p>	<p>7 mins</p>		<p><b>Vocabulary pictures</b> (boy, girl, rabbit, frog)</p> <p>Small beanbag</p>	<ol style="list-style-type: none"> <li>1. Arrange vocabulary pictures face down on the floor so students can't see the pictures. Make sure the pictures are quite far apart.</li> <li>2. Invite a student to toss the beanbag onto a vocabulary picture. (Make it very easy for them.)</li> <li>3. If the student is successful, they turn the picture over and say the word. If they can't remember the word, allow other students to help.</li> <li>4. If the student's toss does not land on a picture, allow the student another turn. If still unsuccessful, let the student choose a picture.</li> <li>5. Remove the picture after each student's turn. Once all pictures are removed, shuffle the pictures and play again until all students have a chance to toss.</li> </ol>	<p>Review the numbers "boy," "girl," "rabbit," and "frog."</p>
<p><b>10. Practice Saying Phrase: Choose a Color</b></p>	<p>8 mins</p>		<p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Review the color words with the students.</li> <li>2. Select a student to come up and pick a crayon.</li> <li>3. Have the student hold the crayon and say, "What color is it?"</li> <li>4. The class answers, "It's ____."</li> <li>5. Repeat until all the students have had a chance.</li> </ol>	<p>Review the phrases "What color is it?" and "It's ____."</p>

## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <b>Big Picture: N n</b>	5 mins	Unit 14 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture N n</i> from the Teacher Menu.</li> <li>2. Show the students capital N.</li> <li>7. Say, "This is capital N."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw capital N in the air with your finger and have the students do it with you.</li> <li>10. Show the students small n.</li> <li>11. Say, "This is small n."</li> <li>12. Students repeat the letter name.</li> <li>13. Draw small n in the air with your finger and have the students do it with you.</li> <li>14. Say, "Capital N and small n make the sound /n/."</li> <li>15. Students repeat the letter sound.</li> <li>16. Show the letter sound pictures that start with n.</li> <li>17. As you introduce the pictures, say the sound and the name of the picture, such as "/n/, /n/, nose."</li> <li>18. Ask the students to repeat "/n/, /n/, nose."</li> <li>19. Follow the pattern for each of the words that start with n (nose, nest, night).</li> </ol>	Review the letters capital N and small n.
12. <b>Dotty's Ditties</b>	5 mins	Unit 14 - Letters tab 	<p><b>Letter pictures</b> (N, n)</p> <p><b>Lyrics</b> Here's how we make a capital N, A capital N, a capital N. Here's how we make a capital N. Let's all do it together.</p> <p>Here's how we make a small letter n, A small letter n, a small letter n. Here's how we make a small letter n. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital N and small n pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

13. <b>Make a Letter Project</b>	13 mins		<p>Letters N and n nest pages for each student</p> <p>Example of a completed project</p> <p>Precut big and small eggs for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with the N and n nests and the cutout eggs.</li> <li>3. Help students glue the project.</li> <li>4. Have students color their projects.</li> </ol>	
14. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>5. Wrap up the class.</li> <li>6. Say "Goodbye" and wave to the class.</li> <li>7. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins		Classroom objects the students are familiar with	<ol style="list-style-type: none"> <li>1. Hold up a classroom object and say, "What's this?"</li> <li>2. Have the class repeat, "What's this?"</li> <li>3. Say, "It's a ____," (e.g., "It's a crayon.").</li> <li>4. Have the class repeat, "It's a ____."</li> <li>5. Again, ask the class, "What's this?"</li> <li>6. This time have the class answer, "It's a ____."</li> <li>7. Repeat steps 1-6 with multiple objects around the classroom.</li> </ol>	Learn the phrases "What's this?" and "It's a ____."
	7 mins		2-4 classroom objects the students are familiar with	<ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Have each group stand in a line.</li> <li>3. Give the first student in each line an object.</li> <li>4. Ask the students, "What's this?"</li> <li>5. The first student in each line turns to the next student in line, hands them the object, and asks, "What's this?"</li> <li>6. The students repeat step 5, passing the object down the row until everyone has asked the question.</li> <li>7. The last student in line then answers the question, saying, "It's a ____," and passes the object back to the student in front of them.</li> <li>8. The students repeat step 7, passing the object up the line until everyone has had a chance to say what the object is.</li> <li>9. The first group to hand you the object and say the correct word using the phrase, "It's a ____," gets a point.</li> <li>10. Repeat steps 3-9 with multiple classroom objects.</li> </ol>	

	5 mins	Unit 15 - Song tab 		<b>Teach the Lyrics (We do)</b> 1. Play <i>Big Picture</i> from the Teacher Menu. 2. Show the picture of the cat wearing a hat. 3. Point to the cat and ask, "What's this?" 4. Have the class answer, "It's a cat." 5. Point to the hat and ask, "What's this?" 6. Have the class answer, "It's a hat." 7. Point to the cat and the hat together. 8. Say, "It's a cat wearing a hat." 9. Have the class repeat the sentence. 10. Show the picture of the snake eating a cake and repeat steps 3-9. 11. Show one of the pictures. Invite a student to come up and ask, "What's this?" 12. Have the class answer the question (e.g., "It's a cat wearing a hat."). 13. Repeat steps 11-12 as time allows.	
	5 mins	Unit 15 - Song tab 		<b>Sing (You do)</b> 1. Show the song "What's This?" from the Teacher Menu. 2. Practice saying the lyrics with the class. 3. Play the song again and encourage students to sing along. 4. Repeat the song until the students are comfortable with the lyrics.	
4. <i>Flicker Show</i>	5 mins	Unit 15 - Speaking tab 		1. Play <i>Flicker Show</i> from the Teacher Menu. 2. Have the class repeat the target phrases "What's this?" and "It's a ___." 3. Repeat the video as time allows.	

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 15 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap an object highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all the objects have been selected.	Learn the words "flower," "house," "rock," and "orange."





6. <b>Big Picture (Vocabulary)</b>	5 mins	Unit 15 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
7. <b>Word Flurry</b>	5 mins	Unit 15 - Vocabulary tab 		<b>Find the Words (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ___," (e.g., "Tap mom."), ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> </ol>	

Break - 5 mins

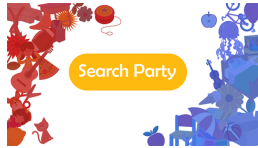
## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Flicker Show</b>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "What's this?" and "It's a ___."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrases "What's this?" and "It's a ___."
9. <b>Speak Up 1</b>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	

10. <i>Speak Up 2</i>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 15 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “What’s This?” from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. Practice Vocabulary: <i>What’s Missing?</i>	10 min		Vocabulary pictures (flower, house, rock, orange)	<ol style="list-style-type: none"> <li>1. Show the students a vocabulary picture.</li> <li>2. Ask, “What’s this?”</li> <li>3. Choose a student to answer.</li> <li>4. When the student says the word correctly, ask all the students to repeat the word.</li> <li>5. Put the vocabulary picture on the board.</li> <li>6. Repeat this for each word.</li> <li>7. Tell the students to close their eyes while you remove one picture.</li> <li>8. Tell the students to open their eyes. Ask if they know which vocabulary picture is missing.</li> <li>9. When a student guesses the correct word, show the vocabulary picture and encourage the students to say the word aloud.</li> <li>10. Put the vocabulary picture back on the board. Tell the students to close their eyes while you remove another picture.</li> <li>11. Repeat these steps several times.</li> </ol>	Review the words “flower,” “house,” “rock,” and “orange.”

13. <i>Search Party</i>	8 mins	Unit 15 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 15 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's This?" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action: Stand By	8 mins		Vocabulary pictures (teacher's choice for review)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Spread the pictures out in the classroom.</li> <li>3. Say, "Stand by the ____," (e.g., "Stand by the house.").</li> <li>4. Have the class repeat the command.</li> <li>5. Have the class stand by the picture you said.</li> <li>6. Repeat steps 3-5 multiple times with all the pictures.</li> <li>7. Repeat steps 3-5, this time alternating between saying, "Stand by the ____," and "Sit by the ____."</li> </ol>	Learn the action "stand by the ____."

<p>5. Practice an Action: <i>Stand or Sit</i></p>	12 mins		<p><b>Vocabulary pictures</b> (teacher's choice for review)</p>	<ol style="list-style-type: none"> <li>1. Have the students carefully move their chairs to make a line at the front of the room.</li> <li>2. Have the students stand at their original spots.</li> <li>3. Remove one chair from the line.</li> <li>4. Say, "Stand by the ____."</li> <li>5. Have the class repeat the command and stand by the picture you said.</li> <li>6. Say, "Sit by the ____."</li> <li>7. Have the class repeat the command and sit by the picture you said.</li> <li>8. Repeat steps 4-7 several times.</li> <li>9. After you have had the students stand or sit by several pictures, say, "Sit by the teacher."</li> <li>10. Have the students shout, "Sit by the teacher," rush to the chairs at the front of the room, and sit down.</li> <li>11. The student without a chair is out and stands by the teacher.</li> <li>12. Have the student say, "Stand by the teacher."</li> <li>13. Remove another chair from the line.</li> <li>14. Have the students who are sitting in chairs return to their original spots.</li> <li>15. Repeat steps 4-14 until only one student is left sitting. This student is the winner.</li> <li>16. The students who are out continue saying the commands but stay stationary next to the teacher. The students who are out all say, "Stand by the teacher," (step 12).</li> </ol>	
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### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>6. Learn More Words: <i>Good Morning and Good Night!</i></p>	5 mins			<ol style="list-style-type: none"> <li>1. Review saying "Good morning" and "Good night."</li> <li>2. Model a falling asleep action and a waking up action.</li> <li>3. Choose a student to come up and do one of the actions.</li> <li>4. The class says either "Good morning, ____," or "Good night, ____," using the student's name.</li> <li>5. Repeat until all the students have had a turn.</li> </ol>	<p>Learn the phrases "Good morning" and "Good night."</p>

	10 mins		<p><b>Vocabulary pictures</b> (cat, mom, dad, dog, teacher, boy, girl, rabbit, frog)</p> <p>Pictures of a sun and a moon</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Hold up the sun. Say "Good morning, class."</li> <li>3. Have the class say "Good morning, ____," (e.g., "Good morning, Miss Smith.").</li> <li>4. Hold up the moon. Say "Good night, class."</li> <li>5. Have the class say "Good night, ____."</li> <li>6. Hold up either the sun or moon picture and one of the vocabulary pictures.</li> <li>7. Have the class say the appropriate phrase (e.g., "Good morning, cat" or "Good night, frog.").</li> <li>8. Have the class act like they are the person or animal you are holding up as they wake up or go to sleep.</li> <li>9. Repeat steps 6-8 as time allows.</li> </ol>	
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Break - 5 mins

## Lesson 2: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Letter Eggs: O</i>	5 mins	Unit 15 - Letters tab 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: O</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "O, /o/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. Have the class repeat the sound "/o/" as they are tracing the letter.</li> <li>7. Have the class say "/o/, octopus."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. Have the class repeat the sound "/o/" as they are tracing the letter.</li> <li>10. Have the class say "/o/, ostrich."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	Learn the letters capital O and small o.

<p>8. <i>Letter Eggs: o</i></p>	<p>5 mins</p>	<p>Unit 15 - Letters tab</p> 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: o</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says “o, /o/.”</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. Have the class repeat the sound “/o/” as they are tracing the letter.</li> <li>7. Have the class say “/o/, octopus.”</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. Have the class repeat the sound “/o/” as they are tracing letter.</li> <li>10. Have the class say “/o/, ostrich.”</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	
<p>9. Practice Letters and Sounds: <i>Alphabet Hunt</i></p>	<p>2 mins</p>		<p><b>Letter pictures</b> (O, o, ostrich, octopus)</p>	<p><b>Play a Letter Game (Set up)</b></p> <ol style="list-style-type: none"> <li>1. Show the picture of capital O and say “capital O.”</li> <li>2. Have the class repeat “capital O.” Put the picture on the board in front of the class.</li> <li>3. Repeat steps 1-2 with small o.</li> <li>4. Show the picture of the ostrich and say “/o/, /o/, ostrich.”</li> <li>5. Have the class repeat “/o/, /o/, ostrich.” Put the picture on the board.</li> <li>6. Repeat steps 4-5 with the octopus picture.</li> </ol>	
	<p>3 mins</p>		<p><b>Letter pictures</b> (O, o)</p>	<p><b>Review the Letters (I do)</b></p> <ol style="list-style-type: none"> <li>1. Point to the picture of capital O.</li> <li>2. Say, “It’s capital O.”</li> <li>3. Then ask the class, “What’s this?”</li> <li>4. Have the class repeat, “It’s capital O.”</li> <li>5. Point to the picture of small o.</li> <li>6. Say, “It’s small o.”</li> <li>7. Then ask the class, “What’s this?”</li> <li>8. Have the class repeat, “It’s small o.”</li> <li>9. Repeat several times until the students are comfortable identifying the capital and small letters.</li> </ol>	

	5 mins		<p><b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j, K, k, L, l, M, m, N, n, O, o)</p>	<p><b>Model the Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Put the previously learned letter cards on the board so the students can see them.</li> <li>2. Review the letter names with the class.</li> <li>3. Say one of the letter names, grab the picture, and hold it up.</li> <li>4. Choose two students to come to the front.</li> <li>5. Say a letter name and have the students race to grab the picture.</li> <li>6. Have the student who grabbed the letter first hold it up for the class to see.</li> <li>7. Ask, "What letter is this?"</li> <li>8. Have the class say, "It's ____ _" (e.g., "It's capital B.").</li> <li>9. If the student grabbed the correct letter, have both students sit back down.</li> <li>10. If the student grabbed the wrong letter, have both students try again.</li> <li>11. Repeat steps 4-10 with several sets of students until the class understands the game.</li> </ol>	
	5 mins		<p><b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j, K, k, L, l, M, m, N, n, O, o)</p>	<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Have each group form a line.</li> <li>3. Call out one of the letters.</li> <li>4. Have the first student in each line race to find the letter.</li> <li>5. The first student to find the letter and hold it up earns a point for their team.</li> <li>6. Have the class says, "It's ____ _" (e.g., "It's capital B.").</li> <li>7. Put the letter back on the board in a new spot.</li> <li>8. Repeat steps 3-7 until all of the students have a chance to race to find a letter.</li> <li>9. The team with the most points wins.</li> </ol>	







## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>It's a Present</i>	8 min	Unit 15 - Book tab 	Paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Show the book <i>It's a Present</i> from the Teacher Menu.</li> <li>2. Show the cover of the book.</li> <li>3. Ask the class, "What's this?"</li> <li>4. Give the students a sheet of paper and crayons.</li> <li>5. Have them draw a picture of what they think is inside of the present.</li> <li>6. Choose a student to come to the front.</li> <li>7. Have the student show their picture to the class.</li> <li>8. Have the student say, "It's a ____."</li> <li>9. Allow multiple students to share their pictures.</li> </ol>	Share the book <i>It's a Present</i> .
	5 mins	Unit 15 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>It's a Present</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have the students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
11. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 15 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's This?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture:</i> O o	5 mins	Unit 15 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture</i> O o from the Teacher Menu.</li> <li>2. Show the students capital O.</li> <li>3. Say, "This is capital O."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital O in the air with your finger and have the students do it with you.</li> <li>6. Show the students small o.</li> <li>7. Say, "This is small o."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small o in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital O and small o make the sound /o/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with o.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture (e.g., "/o/, /o/, octopus.&gt;").</li> <li>14. Ask the students to repeat, "/o/, /o/, octopus."</li> <li>15. Follow the pattern for each of the words that start with o (octopus, ostrich, ox).</li> </ol>	Review the letters capital O and small o.

5. "ABC Song"	5 mins	Unit 15 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter O.</li> <li>4. Have the class say "O" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: O o	5 mins	Unit 15 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: O o from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/o/, octopus" and "/o/, ostrich."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 15 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "flower," "house," "rock," and "orange."
8. Match Maker	5 mins	Unit 15 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	Review the phrases "What's this?" and "It's a —."
10. <i>Speak Up 2</i>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	


Break - 5 mins

## Lesson 2: Block A (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: O</i>	5 mins	Unit 15 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: O</i> from the Teacher Menu.</li> <li>2. When the letter O appears on the screen, ask the students if they remember the name.</li> <li>3. Have the class say the sound "/o/."</li> <li>4. Ask if any students can say the letter name and sound ("capital O, /o/").</li> <li>5. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>6. The student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>7. Repeat steps 5-8 until the letter is decorated.</li> <li>8. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital O and small o.


12. <i>Decorate the Letter: o</i>	5 mins	Unit 15 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: o</i> from the Teacher Menu.</li> <li>2. When the letter o appears on the screen, ask the students if they remember the name.</li> <li>3. Have the class say the sound “/o/.”</li> <li>4. Ask if any students can say the letter name and sound (“small o, /o/”).</li> <li>5. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>6. The student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>7. Repeat steps 5-8 until the letter is decorated.</li> <li>8. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
13. <i>Dotty's Ditties</i>	5 mins	Unit 15 - Letters tab 	<p><b>Letter pictures</b> (O, o)</p> <p><b>Lyrics</b> Here's how we make a capital O, A capital O, a capital O. Here's how we make a capital O. Let's all do it together.</p> <p>Here's how we make a small letter o, A small letter o, a small letter o. Here's how we make a small letter o. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital O and small o pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
14. <i>“abc Song”</i>	5 mins	Unit 15 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song “abc Song” from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small o.</li> <li>4. Have the class say “o” every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	

## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Flicker Show</i>	5 mins	Unit 15 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "What's this?" and "It's a ___."</li> <li>3. Repeat the video as time allows.</li> </ol>	
16. Show What You Learned: <i>Hidden Object</i>	13 mins		<p><i>Hidden Object</i> project for each student</p> <p>Cutout pictures and cut flaps on each project</p> <p>Glue sticks and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students a finished example.</li> <li>2. Point to a flap and ask the class, "What's this?"</li> <li>3. Reveal the picture underneath the flap and say, "It's a ___."</li> <li>4. Explain to students that they will now make their own hidden object project.</li> <li>5. Distribute a <i>Hidden Object</i> project with the lines cut for each student along with the cutout objects (flower, house, rock, orange).</li> <li>6. Distribute glue sticks and crayons.</li> <li>7. Students may paste the objects under any flap they wish.</li> <li>8. Allow them time to color their projects. While students are working, walk around the classroom and practice the phrases with individual students as previously modeled.</li> <li>9. Remind students to show their parents what they have learned.</li> </ol>	Review the phrases "What's this?" and "It's a ___."
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.


**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 15 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's This?" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>I Like This House</i>	8 mins		<b>Vocabulary pictures</b> (frog, house)  Paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Show the class the picture of the house.</li> <li>2. Ask the class, "What's this?"</li> <li>3. Have the class say, "It's a house."</li> <li>4. Show the class the picture of the frog.</li> <li>5. Ask the class, "What's this?"</li> <li>6. Have the class say, "It's a frog."</li> <li>7. Give the students a sheet of paper and crayons.</li> <li>8. Have the students draw a house for a frog.</li> <li>9. Put the students in pairs and have them tell their partner about the houses they drew.</li> </ol>	Share the book <i>I Like This House</i> .
	5 mins	Unit 15 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>I Like This House</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If the word is highlighted along with the illustration, point the word out to the class. Have the students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	

<p>5. <i>Wild Cards</i></p>	<p>7 mins</p>	<p>Unit 15 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use the language the students understand to discuss the value kindness.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask the students what they see on each card as it is flipped.</li> </ol> <p>For example:</p> <p>Card 1: "What's happening in this picture?" ("The girl is walking in the rain.") "What does she have?" ("She has an umbrella.")</p> <p>Card 2: "What's happening to the boy in this picture?" ("He is getting wet.") "How do you think the boy feels?" ("He feels sad.")</p> <p>Card 3: "What is happening in this picture?" ("The girl sees that the boy is wet.") "What do you think the girl is going to do?" ("The girl will share her umbrella.")</p> <p>Card 4: "How does the girl feel?" ("She feels happy.") "How does the boy feel?" ("He is also happy.")</p> <ol style="list-style-type: none"> <li>6. Say, "If someone needs help and you help them, you are kind. When you are kind, you feel joy and others feel joy!"</li> </ol>	<p>Learn the value kindness.</p>
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## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Review More Words	7mins		<p><b>Vocabulary pictures</b> (cat, mom, dad, dog, teacher, boy, girl, rabbit, frog)</p> <p>Pictures of a sun and a moon</p>	<ol style="list-style-type: none"> <li>Review the vocabulary pictures with the class.</li> <li>Hold up the sun. Say "Good morning, class."</li> <li>Have the class say "Good morning, ____," (e.g., "Good morning, Miss Smith.").</li> <li>Hold up the moon. Say "Good night, class."</li> <li>Have the class say "Good night, ____."</li> <li>Hold up either the sun or moon picture and one of the vocabulary pictures.</li> <li>Have the class say the appropriate phrase (e.g., "Good morning, cat" or "Good night, frog.").</li> <li>Have the class act like they are the person or animal you are holding up as they wake up or go to sleep.</li> <li>Repeat steps 6-8 as time allows.</li> </ol>	Review the phrases "Good morning" and "Good night."
7. Review an Action	8 mins		<p><b>Vocabulary pictures</b> (teacher's choice for review)</p>	<ol style="list-style-type: none"> <li>Have the students carefully move their chairs to make a line at the front of the room.</li> <li>Have the students stand at their original spots.</li> <li>Remove one chair from the line.</li> <li>Say, "Stand by the ____."</li> <li>Have the class repeat the command and stand by the picture you said.</li> <li>Say, "Sit by the ____."</li> <li>Have the class repeat the command and sit by the picture you said.</li> <li>Repeat steps 4-7 several times.</li> <li>After you have had the students stand or sit by several pictures, say, "Sit by the teacher."</li> <li>Have the students shout, "Sit by the teacher," rush to the chairs at the front of the room, and sit down.</li> <li>The student without a chair is out and stands by the teacher.</li> <li>Have the student say, "Stand by the teacher."</li> <li>Remove another chair from the line.</li> <li>Have the students who are sitting in chairs return to their original spots.</li> <li>Repeat steps 4-14 until only one student is left sitting. This student is the winner.</li> <li>The students who are out continue saying the commands but stay stationary next to the teacher. The students who are out all say, "Stand by the teacher," (step 12).</li> </ol>	Review actions.

Break - 5 mins

## Lesson 2: Block A (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Practice Vocabulary:</b> <i>Pass the Picture</i>	7 mins		<b>Vocabulary pictures</b> (flower, house, rock, orange)  Music the students like	<ol style="list-style-type: none"> <li>1. Review the vocabulary words. Show each picture to the students and have them practice saying the word.</li> <li>2. Play music and hand one picture to a student.</li> <li>3. Have the students pass the picture from student to student as fast as they can down the row.</li> <li>4. Stop the music at any point. When the music stops, the student holding the picture comes to the front and says the word.</li> <li>5. The class repeats the word.</li> <li>6. Repeat the activity for each vocabulary picture or until every student gets a chance to say a vocabulary word.</li> </ol>	Review the words "flower," "house," "rock," and "orange."
<b>9. Practice Saying Phrases:</b> <i>Choose a Picture</i>	8 mins		<b>Vocabulary pictures</b> (flower, house, rock, teacher's choice to review)  Folder or notebook to hide the picture	<ol style="list-style-type: none"> <li>1. Quickly review the vocabulary pictures.</li> <li>2. Invite a student to the front of the class.</li> <li>3. Allow the student to choose a vocabulary picture of their choice out of the stack.</li> <li>4. Without letting other students see the picture, insert the picture into a folder or notebook.</li> <li>5. Have the student ask another student, "What's this?"</li> <li>6. The second student guesses what the picture is by stating, "It's a ____."</li> <li>7. If the response is incorrect, the first student says "No." They then ask the next student, "What's this?"</li> <li>8. If the response is correct, the first student reveals the picture inside the folder and says, "It's a ____." The student returns to their seat.</li> <li>9. The student who guessed correctly comes to the front with the folder and now has a turn to choose the picture.</li> <li>10. Follow the pattern until every student has a turn.</li> </ol>	Review the phrases "What's this?" and "It's a ____."


## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>10. <b>Big Picture: O</b> o</p>	5 mins	Unit 15 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture O o</i> from the Teacher Menu.</li> <li>2. Show the students capital O.</li> <li>3. Say, "This is capital O."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital O in the air with your finger and have the students do it with you.</li> <li>6. Show the students small o.</li> <li>7. Say, "This is small o."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small o in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital O and small o make the sound /o/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with o.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/o/, /o/, octopus."</li> <li>14. Students to repeat "/o/, /o/, octopus."</li> <li>15. Follow the pattern for each of the words that start with o (octopus, ostrich, ox).</li> </ol>	Review the letters capital O and small o.
<p>11. <b>Dotty's Ditties</b></p>	5 mins	Unit 15 - Letters tab 	<p><b>Letter pictures</b> (O, o)</p> <p><b>Lyrics</b> Here's how we make a capital, A capital O, a capital O. Here's how we make a capital O. Let's all do it together.</p> <p>Here's how we make a small letter o, A small letter o, a small letter o. Here's how we make a small letter o. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital O and small o pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their fingers as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	




<b>12. Letter Animals Project</b>	13 mins		<p>Letters O and o pages for each student</p> <p>A sample of the finished project</p> <p>Precut big and small ostrich faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital O and small o and the cutout ostrich faces.</li> <li>3. Help students glue the faces on the capital O and small o.</li> <li>4. Have the students color their projects.</li> </ol>	
<b>13. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



**Lesson 1: Block A (25 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Say, "I can jump!" and begin jumping.</li> <li>Have the class repeat the phrase and the action.</li> <li>Say, "I can run," and run in place.</li> <li>Have the class repeat the phrase and the action.</li> <li>Repeat these steps with multiple actions, having the class repeat each time.</li> </ol>	Learn the phrase "I can ____."
	7 mins			<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>Arrange the students in a circle.</li> <li>Turn to the student next to you and say, "I can clap."</li> <li>Clap hands with the student.</li> <li>Prompt the student to turn to the next student and repeat the phrase, clapping hands with the next student.</li> <li>Repeat the pattern around the circle until every student has a chance to say, "I can clap."</li> <li>Repeat with various actions, such as "I can jump," "I can sit down," and "I can run."</li> </ol>	
	5 mins	Unit 16 - Song tab 		<b>Sing (You do)</b> <ol style="list-style-type: none"> <li>Play the song "I Can" from the Teacher Menu.</li> <li>Practice saying the lyrics and do the actions as you say each line.</li> <li>Play the song again, encouraging students to sing along.</li> <li>Repeat the song until the students are comfortable with the lyrics.</li> </ol>	

4. <i>Flicker Show</i>	5 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "I can ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	
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## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives	
5. <i>Photoplay</i>	5 mins	Unit 16 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	Learn the words "draw," "sing," "dance," and "clap."	
6. <i>Big Picture (Vocabulary)</i>	5 mins	Unit 16 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>		
7. <i>Word Flurry</i>	5 mins	Unit 16 - Vocabulary tab 		<b>Find the Words (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," (e.g., "Tap mom."), ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> </ol>		

8. <i>Hear! Hear!</i>	5 mins	Unit 16 - Listening tab 		<b>Practice (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Hear! Hear!</i> from the Teacher Menu.</li> <li>2. Have the class point to the picture that matches what they hear.</li> <li>3. Choose a student to tap the picture.</li> <li>4. Have the class repeat the phrase.</li> <li>5. Repeat until each student has a turn to tap a picture or all the phrases are played.</li> </ol>	
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Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Flicker Show</i>	5 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "I can ____."</li> <li>3. Repeat as time allows.</li> </ol>	Review the phrase "I can ____."
10. <i>Speak Up 1</i>	5 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Speak Up 2</i>	5 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	

12. Sing a Song	5 mins	Unit 16 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "I Can" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	
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## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. Practice Vocabulary: <i>Action Words</i>	10 min		Vocabulary pictures (draw, sing, dance, clap)	<ol style="list-style-type: none"> <li>1. Show the vocabulary pictures.</li> <li>2. Explain what each word means.</li> <li>3. With the students, create an action for each of the words.</li> <li>4. Show the students one of the pictures.</li> <li>5. Have the students say the word and do the action.</li> <li>6. Have a student come to the front and choose one of the words.</li> <li>7. When the student holds up the word, the other students say the word and do the action.</li> <li>8. Repeat until the students are comfortable with the words.</li> </ol>	Review the words "draw," "sing," "dance," and "clap."
14. <i>Search Party</i>	8 mins	Unit 16- Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
15. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 16 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "I Can" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Review an Action	5 mins		Objects the students can open, such as a jar, backpack, or box	<b>Review the Action (I do)</b> <ol style="list-style-type: none"> <li>1. Model opening the classroom door and say, "Open the door."</li> <li>2. The class repeats the phrase.</li> <li>3. Model closing the door and say, "Close the door."</li> <li>4. The class repeats the phrase.</li> <li>5. Tell a student, "Open the door."</li> <li>6. The class repeats the phrase and the student opens the door.</li> <li>7. Tell a different student, "Close the door."</li> <li>8. The class repeats the phrase and the student closes the door.</li> <li>9. Repeat these steps with another object, such as a jar, backpack, or box.</li> </ol>	Practice the actions "open" and "close."

	10 mins		<p>Objects the students can open, such as a jar, backpack, or box</p> <p>Music the students enjoy</p>	<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Choose an object to pass around the circle.</li> <li>3. Start with the object closed.</li> <li>4. Play the music and have the students start passing the object around the circle.</li> <li>5. Stop the music randomly.</li> <li>6. Have the class tell the student holding the object, "Open the ____."</li> <li>7. Have the student open the object.</li> <li>8. Play the music again and have the students start passing the object around the circle.</li> <li>9. Stop the music randomly.</li> <li>10. Have the class tell the student holding the object, "Close the ____."</li> <li>11. Have the student close the object.</li> <li>12. Repeat steps 4-11 several times.</li> <li>13. Repeat the activity with different objects until every student has opened and closed an object.</li> </ol>	
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### Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>5. <b>Learn More Words: Match the Picture</b></p>	7 mins		<p><b>Vocabulary pictures</b> (teacher's choice to review), two of each picture with enough for each child to find a picture</p>	<ol style="list-style-type: none"> <li>1. Have students form a circle facing inward.</li> <li>2. Give each student a picture and tell them not to show it to anyone.</li> <li>3. Have all of the students show their pictures toward the inside of the circle at the same time.</li> <li>4. Tell students to find the person or people who have the same picture.</li> <li>5. Once all the pictures are matched, have each group come up, say their word, and then say, "They are the same."</li> <li>6. Collect, shuffle, and redistribute the pictures. Repeat the activity as time allows.</li> </ol>	<p>Learn the words "same" and "different."</p>

	8 mins			<ol style="list-style-type: none"> <li>1. Choose a student to come to the front.</li> <li>2. Have the student choose another student to also come to the front.</li> <li>3. Have the first student say or point to what is the same about them.</li> <li>4. Have the class say "same."</li> <li>5. Have the first student say or point to what is different about them.</li> <li>6. Have the class say "different."</li> <li>7. Have the first student sit down.</li> <li>8. Repeat steps 2-7 with the second student.</li> <li>9. Repeat the activity until every student has had a turn to talk about "same" and "different."</li> </ol>	
	5 mins	<p>Unit 16 - Resources tab</p> 		<ol style="list-style-type: none"> <li>1. Play the video <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Encourage students to respond to and interact with the video.</li> <li>3. When the video ends, discuss the video with the students.</li> <li>4. Play the video again.</li> <li>5. Tell the students to jump up when they hear Miss Daisy say "same" or "different."</li> </ol>	


Break - 5 mins

## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. <i>Letter Eggs: P</i>	5 mins	Unit 16 - Letters tab 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: P</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "P, /p/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. Have the class repeat the sound "/p/" as they are tracing the letter.</li> <li>7. Have the class say "/p/, pants."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. Have the class repeat the sound "/p/" as they are tracing the letter.</li> <li>10. Have the class say "/p/, parrot."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	Learn the letters capital P and small p.
7. <i>Letter Eggs: p</i>	5 mins	Unit 16 - Letters tab 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: p</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "p, /p/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. Have the class repeat the sound "/p/" as they are tracing the letter.</li> <li>7. Have the class say "/p/, pants."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. Have the class repeat the sound "/p/" as they are tracing letter.</li> <li>10. Have the class say "/p/, parrot."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	



8. Practice Letters and Sounds: Ball Toss	2 mins		<b>Letter pictures</b> (P, p, parrot, pants)	<b>Play a Letter Game (Set up)</b> 1. Show the picture of capital P and say “capital P.” 2. Have the class repeat “capital P.” 3. Put the picture on the board in front of the class. 4. Repeat steps 1-2 with small p. 5. Show the picture of the parrot and say “/p/, /p/, parrot.” 6. Have the class repeat “/p/, /p/, parrot.” 7. Put the picture on the board. 8. Repeat steps 4-5 with the pants picture.
	3 mins		Large beach ball or other soft ball  Capital P, small p, parrot picture, and pants picture drawn or taped on the ball	<b>Model the Game (I do)</b> 1. Show the class the ball. 2. Point to the capital P on the ball. 3. Say “capital P.” 4. Have the class repeat “capital P.” 5. Repeat steps 2-4 with small p. 6. Point to the picture of the parrot. 7. Say “/p/, /p/, parrot.” 8. Have the class repeat “/p/, /p/, parrot.” 9. Repeat steps 6-8 with the pants picture.
	5 mins		Large beach ball or other soft ball  Capital P, small p, parrot picture, and pants picture drawn or taped on the ball	<b>Model the Game (We do)</b> 1. Choose a student to come to the front. 2. Toss the ball to the student. 3. When the student catches the ball, have them find the letter or picture closest to their right hand. 4. Have the student say the letter name or word for the picture. 5. Have the class repeat what the student said. 6. Repeat steps 2-5 several more times with different students.
	5 mins		Large beach ball or other soft ball  Capital P, small p, parrot picture, and pants picture drawn or taped on the ball	<b>Play the Game (You do)</b> 1. Have the class stand in a circle 2. Have the students toss the ball to each other around the circle. 3. The student who catches the ball finds the letter or picture closest to their right thumb. 4. Have the student say this letter or picture. 5. Have the class repeat what the student said. 6. Repeat steps 2-5 until all students have had a chance to catch the ball and say a letter or picture.



## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>What Can You Do?</i>	7 min		Paper Crayons	<ol style="list-style-type: none"> <li>1. Say, "What can you do?"</li> <li>2. Have the class repeat the question.</li> <li>3. Say, "I can sing."</li> <li>4. Sing a song the students know.</li> <li>5. Have the class repeat, "I can sing."</li> <li>6. Choose a student to come to the front of the class.</li> <li>7. Have the class ask, "What can you do?"</li> <li>8. Have the student say, "I can ____," (e.g., "I can draw.") and do the thing they have said. Have paper and crayons available for a student who wants to draw.</li> <li>9. After the student has finished, have the class clap for the student.</li> <li>10. Have the class repeat, "I can ____."</li> <li>11. Repeat steps 6-10 until every student has had a chance to show what they can do.</li> </ol>	Share the book <i>What Can You Do?</i>
	6 mins	Unit 16 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>What Can You Do?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it is highlighted.</li> <li>5. If a word is highlighted along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
10. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 16 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "I Can" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: P p</i>	5 mins	Unit 16 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: P p</i> from the Teacher Menu.</li> <li>2. Show the students capital P.</li> <li>3. Say, "This is capital P."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital P in the air with your finger and have the students do it with you.</li> <li>6. Show the students small p.</li> <li>7. Say, "This is small p."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small p in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital P and small p make the sound /p/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with p.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/p/, /p/, pants."</li> <li>14. Ask the students to repeat "/p/, /p/, pants."</li> <li>15. Follow the pattern for each of the words that start with p (pants, parrot, paper).</li> </ol>	Review the letters capital P and small p.

5. "ABC Song"	5 mins	Unit 16 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter P.</li> <li>4. Have the class say "P" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: P p	5 mins	Unit 16 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: P p from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/p/, pants" and "/p/, parrot."</li> </ol>	

## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 16 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "draw," "sing," "dance," and "clap."
8. Match Maker	5 mins	Unit 16 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	






9. <i>Speak Up 1</i>	5 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "I can ____."


Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: P</i>	5 mins	Unit 16 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: P</i> from the Teacher Menu.</li> <li>2. When the letter P appears on the screen, ask the students if they remember the name.</li> <li>3. Have the class say the sound "/p/."</li> <li>4. Ask if any students can say the letter name and sound ("capital P, /p/").</li> <li>5. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>6. Then the student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>4. Repeat steps 5-8 until the letter is decorated.</li> <li>5. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital P and small p.




<p>12. <i>Decorate the Letter: p</i></p>	<p>5 mins</p>	<p>Unit 16 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: p</i> from the Teacher Menu.</li> <li>2. When the letter p appears on the screen, ask the students if they remember the name.</li> <li>3. Have the class say the sound "/p/."</li> <li>4. Ask if any students can say the letter name and sound ("small p, /p/").</li> <li>5. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>6. Then the student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>7. Repeat steps 5-8 until the letter is decorated.</li> <li>8. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 16 - Letters tab</p> 	<p><b>Letter Pictures</b> (P, p)</p> <p><b>Lyrics</b> Here's how we make a capital P, A capital P, a capital P. Here's how we make a capital P. Let's all do it together.</p> <p>Here's how we make a small letter p, A small letter p, a small letter p. Here's how we make a small letter p. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. <i>"abc Song"</i></p>	<p>5 mins</p>	<p>Unit 16 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small p.</li> <li>4. Have the class say "p" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	

## Lesson 2: Block B (20 mins)

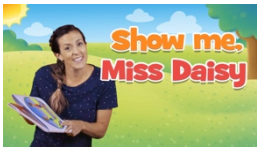
Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. <i>Flicker Show</i>	3 mins	Unit 16 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "I can ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrase "I can ____."
16. Show What You Learned: <i>I Can Comic</i>	15 mins		<p><i>I Can Comic</i> project for each student</p> <p>Pencils and crayons</p>	<ol style="list-style-type: none"> <li>1. Explain the project to the students.</li> <li>2. Review the actions "draw," "sing," "dance," and "clap."</li> <li>3. Have the students color in the comic and draw their faces and hair.</li> <li>4. Have a student select one of their pictures, come to the front of the class, and say, "I can ____."</li> </ol>	
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 16 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "I Can" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Friends</i>	7 mins	Unit 16 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Friends</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
5. Learn About Grit: Value Video	8 mins	Unit 16 - Value tab 	<b>Lyrics</b> I feel joy when I share. I feel joy when I care. I feel joy when I'm kind, When I use my heart and mind. When I try the best I can, I feel good about who I am.	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value grit.</li> <li>2. Play the <i>Value Video</i> from the Teacher Menu.</li> <li>3. Have the class sing along with the song.</li> <li>4. Play the video again.</li> <li>5. Ask students what the boy wants to do.</li> <li>6. Ask what the boy had to do before he could get the ball in the basket.</li> <li>7. Tell students that it's important to keep trying even when things are hard.</li> <li>8. Say, "When you have grit, you keep trying. When you keep trying, you feel joy! Say it again, louder. Joy!"</li> </ol>	Share the value grit.

## Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>6. Review Actions</b>	8 mins		<p>Objects the students can open, such as a jar, backpack, or box</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Choose an object to pass around the circle.</li> <li>3. Start with the object closed.</li> <li>4. Play the music and have the students start passing the object around the circle.</li> <li>5. Stop the music randomly.</li> <li>6. Have the class tell the student holding the object, "Open the ____."</li> <li>7. Have the student open the object.</li> <li>8. Play the music again and have the student start passing the object around the circle.</li> <li>9. Stop the music randomly.</li> <li>10. Have the class tell the student holding the object, "Close the ____."</li> <li>11. Have the student close the object.</li> <li>12. Repeat steps 4-11 several times.</li> <li>13. Repeat the activity with different objects until every student has opened and closed an object.</li> </ol>	Review the actions "open" and "close."
<b>7. Review More Words: Match the Picture</b>	7 mins		<b>Vocabulary pictures</b> (teacher's choice to review), two of each picture with enough for each child to find a picture	<ol style="list-style-type: none"> <li>1. Have students form a circle facing inward.</li> <li>2. Give each student a picture and tell them not to show it to anyone.</li> <li>3. Have all the students show their pictures toward the inside of the circle at the same time.</li> <li>4. Tell students to find the person or people who have the same picture.</li> <li>5. Once all the pictures are matched, have each group come up, say their word, and then say, "They are the same."</li> <li>6. Collect, shuffle, and redistribute the pictures. Repeat the activity as time allows.</li> </ol>	Review the words "same" and "different."
<b>8. Show me, Miss Daisy</b>	5 mins	Unit 16 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Show me, Miss Daisy</i> from the Teacher Menu.</li> <li>2. Encourage students to respond to and interact with the video.</li> <li>3. Play the video again.</li> <li>4. Tell the students to jump up when they hear Miss Daisy say "same" or "different."</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. Practice Vocabulary: <i>Musical Chairs</i>	7 mins		<p><b>Vocabulary pictures</b> (draw, sing, dance, clap), one for each child</p> <p>Students' chairs in a circle facing out with a vocabulary picture on each</p> <p>Teacher's choice of music</p>	<ol style="list-style-type: none"> <li>1. Play music.</li> <li>2. The students walk in a circle around the chairs as the music plays.</li> <li>3. When you stop the music, the students grab the picture on the chair closest to them.</li> <li>4. Once everyone has a picture, the class faces into the circle.</li> <li>5. Go around the circle and have each student say the vocabulary word as they hold the picture above their head.</li> <li>6. After everyone has said their word, the students put the pictures back on the chair closest to them.</li> <li>5. Continue until the students are comfortable with their words.</li> </ol>	Review the words "draw," "sing," "dance," and "clap."
10. Practice a Phrase: <i>Beanbag Toss</i>	8 mins		<p><b>Vocabulary pictures</b> (draw, sing, dance, clap)</p> <p>Small beanbag</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary and the actions with the students.</li> <li>2. Arrange vocabulary pictures face down on the floor so students can't see the pictures. Make sure the pictures are quite far apart.</li> <li>3. Invite a student to toss the beanbag onto a vocabulary picture. (Make it very easy for them.)</li> <li>4. If the student is successful, they turn the picture over and say, "I can ____," then do the action. If they can't remember the word, allow other students to help.</li> <li>5. If the student's toss does not land on a picture, allow the student another turn. If still unsuccessful, let the student choose a picture.</li> <li>6. Remove the picture after each student's turn. Once all pictures are removed, shuffle the pictures and play again until all students have a chance to toss.</li> </ol>	Review the phrase "I can ____."

## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Big Picture: P</i> p	5 mins	Unit 16 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture</i> from the Teacher Menu.</li> <li>1. Show the students capital P.</li> <li>2. Say, "This is capital P."</li> <li>3. Students repeat the letter name.</li> <li>4. Draw capital P in the air with your finger and have the students do it with you.</li> <li>5. Show the students small p.</li> <li>6. Say, "This is small p."</li> <li>7. Students repeat the letter name.</li> <li>8. Draw small p in the air with your finger and have the students do it with you.</li> <li>9. Say, "Capital P and small p make the sound /p/."</li> <li>10. Students repeat the letter sound.</li> <li>11. Show the pictures that start with p.</li> <li>12. As you introduce the pictures, say the sound and the name of the picture ("/p/, /p/, pants").</li> <li>13. Students repeat "/p/, /p/, pants."</li> <li>14. Follow the pattern for each of the words that start with p (pants, parrot, paper).</li> </ol>	Review the letters capital P and small p.
12. <i>Dotty's Ditties</i>	5 mins	Unit 16 - Letters tab 	<p><b>Letter pictures</b> (P, p)</p> <p><b>Lyrics</b> Here's how we make a capital P, A capital P, a capital P. Here's how we make a capital P. Let's all do it together.</p> <p>Here's how we make a small letter p, A small letter p, a small letter p. Here's how we make a small letter p. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital P and small p pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their fingers as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

<b>13. Letter Animals Project</b>	13 mins		<p>Letters P and p pages for each student</p> <p>A sample of the finished project</p> <p>Precut big and small parrot faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital P and small p and the cutout parrot faces.</li> <li>3. Help students glue the faces on the capital P and small p.</li> <li>4. Have the students color their projects.</li> </ol>	
<b>14. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the class rules as necessary.	
3. Sing a Song	5 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Point to your hand and say "hand."</li> <li>Have the class repeat the action and say the word.</li> <li>Point to your foot and say "foot."</li> <li>Have the class repeat the action and say the word.</li> <li>Touch your head and say "head."</li> <li>Have the class repeat the action and say the word.</li> <li>Repeat the three words with increasing speed, having students say the word and point to the correct body part.</li> <li>Continue reviewing the words until the students are comfortable saying and identifying the parts of their body.</li> </ol>	Learn the phrase "Can you ___?"
	5 mins			<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>Gesture to the class then to your hand. Wave your hand and say, "Can you wave?"</li> <li>Students repeat the question and do the action.</li> <li>Point to your foot and say, "Can you stomp your foot?" Stomp your foot.</li> <li>Have the class repeat the question and stomp their feet.</li> <li>Point to your head and say, "Can you touch your head?" Touch your head.</li> <li>Have the class repeat the phrase and touch their heads.</li> <li>Continue to review the questions with increasing speed, having students repeat the questions and do the actions.</li> </ol>	Learn the words "head," "foot," "hand," and "wave."

	5 mins	Unit 17 - Song tab 		<b>Sing (You do)</b> 1. Play the song “My Body” and have the students sing and do the actions to the song. 2. Repeat the song multiple times until the students are comfortable with the lyrics and actions.	
	5 mins	Unit 17 - Listening tab 		<b>Review (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	
4. <i>Flicker Show</i>	5 mins	Unit 17 - Speaking tab 		1. Play <i>Flicker Show</i> from the Teacher Menu. 2. Have the class repeat the target phrase “Can you ___?” 3. Repeat the video as time allows.	


## Lesson 1: Block B (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 17 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap an object highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all the objects have been selected.	Learn the words “head,” “foot,” “hand,” and “wave.”

6. <b>Big Picture (Vocabulary)</b>	5 mins	Unit 17 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
7. <b>Word Flurry</b>	5 mins	Unit 17 - Vocabulary tab 		<b>Find the Words: (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud (e.g., "Tap 1.&gt;").</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

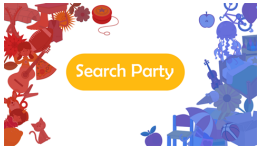
## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Flicker Show</b>	5 mins	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "Can you ____?"</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrase "Can you ____?"

<b>9. Speak Up 1</b>	5 mins	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<b>10. Speak Up 2</b>	5 mins	Unit 17 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<b>11. Sing a Song</b>	5 mins	Unit 17 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Body" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>12. Practice Vocabulary:</b> <b>Beanbag Toss</b>	10 min		<b>Vocabulary pictures</b> (head, foot, hand, wave)  Small beanbag	<ol style="list-style-type: none"> <li>1. Arrange vocabulary pictures face down on the floor. Make sure the pictures are quite far apart.</li> <li>2. Invite a student to toss the beanbag onto a vocabulary picture. (Make it very easy for them.)</li> <li>3. If the student is successful, they turn the picture over and say the word. If they can't remember the word, allow other students to help.</li> <li>4. If the student's toss does not land on a picture, allow the student another turn. If still unsuccessful, let the student choose a picture.</li> <li>4. Remove the picture after each student's turn. Once all pictures are removed, shuffle the pictures and play again until all students have a chance to toss.</li> </ol>	Review the words "head," "foot," "hand," and "wave."

13. <i>Search Party</i>	8 mins	Unit 17 - Vocabulary tab 	<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <i>Goodbye</i>	2 mins		<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 17 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Body" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Review an Action: <i>Around the Circle</i>	10 mins		<p>Objects the students can open, such as a jar, backpack, or box</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Choose an object to pass around the circle.</li> <li>3. Start with the object closed.</li> <li>4. Play the music and have the students start passing the object around the circle.</li> <li>5. Stop the music randomly.</li> <li>6. Have the class tell the student holding the object, "Open the ____."</li> <li>7. Have the student open the object.</li> <li>8. Play the music again and have the student start passing the object around the circle again.</li> <li>9. Stop the music randomly.</li> <li>10. Have the class tell the student holding the object, "Close the ____."</li> <li>11. Have the student close the object.</li> <li>12. Repeat steps 4-11 several times.</li> <li>13. Repeat the activity with different objects until every student has opened and closed an object.</li> </ol>	Review the actions "open" and "close."

5. Practice More Words: <i>Find</i>	10 mins		<b>Vocabulary pictures</b> (teacher's choice for review)  Music the students like	<ol style="list-style-type: none"> <li>1. Review each vocabulary picture with the class.</li> <li>2. Place the vocabulary pictures around the room.</li> <li>3. Start the music and have the students dance.</li> <li>4. Stop the music and say, "Find the ____."</li> <li>5. Students repeat, "Find the ____," and go stand by the correct picture.</li> <li>6. If they are incorrect, have them sit out one turn.</li> <li>7. Repeat steps 3-6 as time allows.</li> </ol>	Review the word "find."
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## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn Classroom Language: <i>I Don't Understand</i>	7 mins		Puppet	<ol style="list-style-type: none"> <li>1. Pretend to be the puppet and say "squeak, squeak, squeak" or some other sound.</li> <li>2. Shrug your shoulders and say in your own voice, "I don't understand."</li> <li>3. Repeat steps 1-2 a couple of times.</li> <li>4. This time, in the puppet's voice say, "Hello, my name is ____."</li> <li>5. In your voice say, "Ah, I understand. Hi, ____."</li> <li>6. Repeat steps 1-5, having the class repeat the phrase, "I don't understand."</li> <li>8. Continue to have the puppet squeak and have the class say, "I don't understand," then have the puppet say different phrases to the class. The class then responds, "I understand."</li> </ol>	Learn the phrase "I don't understand."

<p>7. Learn Classroom Language: <i>My Turn, Your Turn</i></p>	<p>8 mins</p>		<p>Puppet</p>	<ol style="list-style-type: none"> <li>1. Say, "It's my turn," and hold up the puppet from the previous activity.</li> <li>2. The class repeats, "It's my turn."</li> <li>3. Have the puppet make a funny sound.</li> <li>4. Address one of the students and say, "It's your turn."</li> <li>5. The class repeats, "It's your turn."</li> <li>6. Hand the puppet to the student.</li> <li>7. Have the student say, "It's my turn."</li> <li>8. Help the student put their hand inside the puppet and prompt the student to make the puppet make a funny sound.</li> <li>9. After the student has had a turn, have the student pass the puppet to another student and say, "It's your turn."</li> <li>10. The class repeats, "It's your turn."</li> <li>11. Have the receiving student say, "It's my turn." The student puts the puppet on and makes it make a funny sound.</li> <li>12. Continue this procedure with prompting if needed until the students understand and can use the two new phrases.</li> <li>13. Give every student a chance to wear the puppet.</li> <li>14. If time allows, consider passing around another object to practice the two new phrases with the actions.</li> </ol>	<p>Learn the phrases "It's your turn" and "It's my turn."</p>
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Break - 5 mins





## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Letter Eggs: Q</i>	5 mins	Unit 17 - Letters tab 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: Q</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "Q, /q/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/q/" as they are tracing.</li> <li>7. The class says "/q/, quilt."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/q/" as they are tracing.</li> <li>10. The class says "/q/, queen."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital Q and small q.
9. <i>Letter Eggs: q</i>	5 mins	Unit 17 - Letters tab 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: q</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "q, /q/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/q/" as they are tracing.</li> <li>7. The class says "/q/, quilt."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound "/q/" as they are tracing.</li> <li>10. The class says "/q/, queen."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	

10. Practice Letters and Sounds: Race to Match	2 mins		<b>Letter pictures</b> (Q, q, queen, quilt)	<b>Play a Letter Game (Set up)</b> 1. Show the picture of capital Q and say “capital Q.” 2. Have the class repeat “capital Q.” 3. Put the picture on the board in front of the class. 4. Repeat steps 1-2 with small q. 5. Show the picture of the queen and say “/q/, /q/, queen.” 6. Have the class repeat “/q/, /q/, queen.” 7. Put the picture on the board. 8. Repeat steps 5-7 with the quilt picture.
	3 mins		<b>Letter pictures</b> (Q, q, queen, quilt, M, m, monkey, mouse, N, n, nest, nose, O, o, ostrich, octopus, P, p, parrot, pants)	<b>Model the Game (I do)</b> 1. Review the letter and sound pictures for the previously learned letters. 2. Put the capital letter pictures in a place where the class can see each of them. 3. Point to each of the capital letters and have the class say the letter name (e.g., “capital M.”). 4. Mix up the remaining letter and sound pictures and put them in a pile. 5. Hold up the first picture in the pile so the class can see it. 6. Say, “What’s this?” (e.g. “small m” or “/m/, /m/, mouse.”). 7. Tap the matching capital letter (e.g., capital M). 8. Place the picture at the bottom of the pile and repeat steps 5-7 several times.
	5 mins		<b>Letter pictures</b> (Q, q, queen, quilt, M, m, monkey, mouse, N, n, nest, nose, O, o, ostrich, octopus, P, p, parrot, pants)	<b>Model the Game (We do)</b> 1. Make sure the capital letter pictures are in a place where the class can see each of them. 2. Choose two students to come to the front. 3. Hold up the first picture in the pile so the students can see it. 4. Have the students race to tap the matching capital letter. 5. Have the class say what is on the letter picture (e.g., “small m” or “/m/, /m/, mouse.”). 6. Place the picture you are holding at the bottom of the pile and repeat steps 1-4 several times with new students.

	5 mins		<b>Letter pictures</b> (Q, q, queen, quilt, M, m, monkey, mouse, N, n, nest, nose, O, o, ostrich, octopus, P, p, parrot, pants)	<b>Play the Game (You do)</b> <ol style="list-style-type: none"> <li>1. Make sure the capital letter pictures are in a place where the class can see each of them.</li> <li>2. Divide the class into 3-4 groups.</li> <li>3. Have each group form a line.</li> <li>4. Hold up the picture on top of the pile of remaining letter pictures so the students can see it.</li> <li>5. Have the first student in each line race to touch the matching capital letter.</li> <li>6. Have the class say what is on the picture (e.g., "small m" or "/m/, /m/, mouse.&gt;").</li> <li>7. The student who taps the picture first earns a point for their team.</li> <li>8. Repeat steps 3-6 until all pictures in the pile have been shown or until every student has had a turn to tap a letter.</li> <li>9. The team with the most points wins.</li> </ol>	
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## Lesson 2: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. Can You Stand On One Foot?</b>	5 mins	Unit 17 - Books tab 		<ol style="list-style-type: none"> <li>1. Ask the class, "Can you stand on one foot?"</li> <li>2. Stand on one foot.</li> <li>3. Have the class repeat the question.</li> <li>4. Have the class stand on one foot.</li> <li>5. Have the students who can stand on one foot say, "Yes, I can."</li> <li>6. Repeat steps 1-4 with other actions (e.g., "Can you wave your hand?" "Can you touch your head?").</li> <li>7. Do more difficult actions as time allows.</li> </ol>	
	8 mins	Unit 17 - Books tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Can You Stand on One Foot?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>Can You Stand on One Foot?</i>

12. Goodbye	2 mins		<ol style="list-style-type: none"><li>1. Wrap up the class.</li><li>2. Say “Goodbye” and wave to the class.</li><li>3. Have the students wave and say “Goodbye.”</li></ol>	Wrap up.
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## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 17 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Body" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: Q q</i>	5 mins	Unit 17 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: Q q</i> from the Teacher Menu.</li> <li>2. Show the students capital Q.</li> <li>3. Say, "This is capital Q."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital Q in the air with your finger and have the students do it with you.</li> <li>6. Show the students small q.</li> <li>7. Say, "This is small q."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small q in the air with your finger and have the students do it with you.</li> <li>10. Pointing to each letter, have students repeat after you "capital Q, small q."</li> <li>11. Say, "Capital Q and small q make the sound /q/."</li> <li>12. Students repeat the letter sound.</li> <li>13. Show the letter sound pictures that start with q.</li> <li>14. As you introduce the pictures, say the sound and the name of the picture, such as "/q/, /q/, quilt."</li> <li>15. Ask the students to repeat "/q/, /q/, quilt."</li> <li>16. Follow the pattern for each of the words that start with q (quilt, queen, quiet).</li> </ol>	Review the letters capital Q and small q.

5. "ABC Song"	5 mins	Unit 17 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter Q.</li> <li>4. Have the class say "Q" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: Q q	5 mins	Unit 17 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: Q q from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. The students say "/q/, quilt" and "/q/, queen."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 17 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "head," "foot," "hand," and "wave."
8. Match Maker	5 mins	Unit 17 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

<p>9. <i>Speak Up 1</i></p>	<p>5 mins</p>	<p>Unit 17 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	<p>Review the phrase "Can you ___?"</p>
<p>10. <i>Speak Up 2</i></p>	<p>5 mins</p>	<p>Unit 17 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

### Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>11. <i>Decorate the Letter: Q</i></p>	<p>5 mins</p>	<p>Unit 17 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: Q</i> from the Teacher Menu.</li> <li>2. When the letter Q appears on the screen, ask the students if they remember the name.</li> <li>3. Have the class say the sound "/q/."</li> <li>4. Ask if any students can say the letter name and sound ("capital Q, /q/").</li> <li>5. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>6. Then the student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>7. Repeat steps 5-8 until the letter is decorated.</li> <li>8. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	<p>Review the letters capital Q and small q.</p>

12. <i>Decorate the Letter: q</i>	5 mins	Unit 17 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: q</i> from the Teacher Menu.</li> <li>2. When the letter Q appears on the screen, ask the students if they remember the name.</li> <li>3. Have the class say the sound “/q/.”</li> <li>4. Ask if any students can say the letter name and sound (“small q, /q/”).</li> <li>5. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>6. Then the student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>7. Repeat steps 5-8 until the letter is decorated.</li> <li>8. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
13. <i>Dotty's Ditties</i>	5 mins	Unit 17 - Letters tab 	<p><b>Letter pictures</b> (Q, q)</p> <p><b>Lyrics</b> Here’s how we make a capital Q, A capital Q, a capital Q. Here’s how we make a capital Q. Let’s all do it together.</p> <p>Here’s how we make a small letter q, A small letter q, a small letter q. Here’s how we make a small letter q. Let’s all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner’s back, etc.</li> </ol>	
14. <i>“abc Song”</i>	5 mins	Unit 17 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song “abc Song” from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small q.</li> <li>4. Have the class say “q” every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


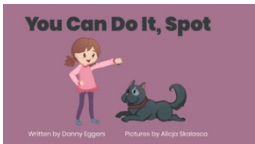




## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. Show What You Learned: <i>Body Puzzle</i>	3 mins			<ol style="list-style-type: none"> <li>1. Point to your head and say, "This is my head."</li> <li>2. Have the class repeat the action and sentence.</li> <li>3. Repeat steps 1-2 with your foot, and hand.</li> <li>4. Wave at the class and say, "I can wave my hand."</li> <li>5. Have the class repeat the action and sentence.</li> <li>6. Repeat the activity until the students are comfortable saying the sentences and doing the actions.</li> </ol>	Review the words "head," "foot," "hand," and "wave."
	15 mins		<p><i>Body Puzzle</i> project for each student</p> <p>Cutout body parts for each student</p> <p>Glue sticks and crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Body Puzzle</i> project, cutout body parts, and glue.</li> <li>2. Have the students glue the head, foot, and hand to the correct place on the body.</li> <li>3. Review the body part by saying, "This is a ____."</li> <li>4. Have the students repeat, "This is a ____."</li> <li>5. Give students crayons to color their projects.</li> <li>6. Choose a student to come up and point to one of the pieces on their puzzle and say, "This is a ____."</li> <li>7. Repeat step 6 as time allows.</li> <li>8. Have the students take the project home and talk to their parents about what they learned.</li> </ol>	
16. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



### Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 17 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Body" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>You Can Do It, Spot</i>	8 mins	Unit 17 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>You Can Do It, Spot</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>You Can Do It, Spot</i> .
	5 mins	Unit 17 - Resources tab 	Paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Show the book <i>You Can Do It, Spot</i> from the Teacher Menu.</li> <li>2. Give each student a sheet of paper and crayons.</li> <li>3. Have the students draw a dog doing a trick.</li> <li>4. Have each student come to the front, show their picture, and say, "Spot can ____."</li> </ol>	

<b>5. Wild Cards</b>	7 mins	Unit 17 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value courage.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:                      Card 1: "How does the girl feel?" ("The girl is scared.") "Why does she feel this way?" ("She sees all the people.")                      Card 2: "What's happening in this picture?" ("Her friends are talking to her.") "What do you think will happen?" ("She will dance.")                      Card 3: "What is happening in this picture?" ("The girls are dancing.")                      Card 4: "How do the girls feel?" ("They feel happy.")</p> <ol style="list-style-type: none"> <li>6. Tell the students it takes courage to do new things.</li> <li>7. Tell them they have courage because they are learning a new language, English.</li> <li>8. Say, "When you have courage, you feel joy!"</li> </ol>	Learn the value courage.
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### Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>6. Practice Vocabulary: Do What I Say</b>	7 mins		<b>Vocabulary pictures</b> (head, foot, hand, wave)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures and the actions they learned in the song ("wave your hand," "stomp your foot," "touch your head").</li> <li>2. Have the students do the actions and say the phrases.</li> <li>3. Choose a student to come to the front. The student tells the other students to do an action.</li> <li>4. The students do the action and say the sentence.</li> <li>5. The student who gave the action selects the next student to come up.</li> <li>6. Repeat until the students are comfortable with the words and phrases.</li> </ol>	Review the words "head," "foot," "hand," and "wave."

<b>7. Practice the Phrase: Roll the Ball</b>	8 mins		Ball	<ol style="list-style-type: none"> <li>1. Have the students sit in a circle.</li> <li>2. Review the phrases "Can you ___?" and "I can ___."</li> <li>3. Review actions with the students ("sing," "dance," "clap"), having them repeat the word and action each time.</li> <li>4. Roll the ball to a student.</li> <li>5. Ask the student, "Can you ___?"</li> <li>6. Have the student say, "I can ___."</li> <li>7. Have the student do the action.</li> <li>8. Have the student roll the ball to someone else.</li> <li>9. The first student asks the new student, "Can you ___?"</li> <li>10. Repeat these steps until everyone has a chance.</li> </ol>	Review the phrases "Can you ___?" and "I can ___."
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Break - 5 mins


## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Practice Actions: Open and Close</b>	5 mins			<ol style="list-style-type: none"> <li>1. Model closing your hands and say, "Close your hands."</li> <li>2. Have the class do the action and say the sentence.</li> <li>3. Model opening your hands and say, "Open your hands."</li> <li>4. Have the class do the action and say the sentence.</li> <li>5. Repeat steps 1-4 with your mouth and eyes.</li> <li>6. Have the students stand up.</li> <li>7. Tell the class to do one of the actions.</li> <li>8. If the students do the action incorrectly, have them sit down.</li> <li>9. Have the class repeat the sentence.</li> <li>10. Repeat steps 7-9 until only one student is standing.</li> </ol>	Review the words "head," "foot," "hand," and "wave."
<b>9. Practice More Words: Find</b>	5 mins			<ol style="list-style-type: none"> <li>1. Review vocabulary the students can see around the classroom (e.g., book, crayons, or paper).</li> <li>2. Have the class close their eyes.</li> <li>3. Say, "One, two, three. Can you find the ___?" naming one of the classroom objects.</li> <li>4. Have the students uncover their eyes and find the object as quickly as they can.</li> <li>5. The students then say, "I can find the ___."</li> <li>6. Repeat steps 2-5 as time allows.</li> </ol>	Review the phrase "Can you find the ___?"

10. <i>Show me, Miss Daisy</i>	5 min	Unit 17 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Miss Daisy</i> from the Teacher Menu.</li> <li>2. Encourage students to respond to and interact with the video.</li> <li>3. When the video ends, discuss the video with the students.</li> <li>4. Play the video again.</li> <li>5. Have the class stand when they hear a color word.</li> <li>6. Play the video again. Have the class interact with Miss Daisy.</li> </ol>	Review words and phrases.
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## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Big Picture: Q q</i>	5 mins	Unit 17 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture Q q</i> from the Teacher Menu.</li> <li>2. Show the students capital Q.</li> <li>3. Say, "This is capital Q."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital Q in the air with your finger and have the students do it with you.</li> <li>6. Show the students small q.</li> <li>7. Say, "This is small q."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small q in the air with your finger and have the students do it with you.</li> <li>10. Pointing to each letter, have students repeat after you "capital Q, small q."</li> <li>11. Say, "Capital Q and small q make the sound /q/."</li> <li>12. Students repeat the letter sound.</li> <li>13. Show the letter sound pictures that start with q.</li> <li>14. As you introduce the pictures, say the sound and the name of the picture, such as "/q/, /q/, quilt."</li> <li>15. Ask the students to repeat "/q/, /q/, quilt."</li> <li>16. Follow the pattern for each of the words that start with q (quilt, queen, quiet).</li> </ol>	Review the letters capital Q and small q.

12. <i>Dotty's Ditties</i>	5 mins	Unit 17 - Letters tab 	<p><b>Letter pictures</b> (Q, q)</p> <p><b>Lyrics</b> Here's how we make a capital Q, A capital Q, a capital Q. Here's how we make a capital Q. Let's all do it together.</p> <p>Here's how we make a small letter q, A small letter q, a small letter q. Here's how we make a small letter q. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital Q and small q pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
13. <b>Letter Character Project</b>	13 mins		<p>Letters Q and q pages for each student</p> <p>A sample of the finished project</p> <p>Precut big and small queen faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with Q and q and the cutout queens.</li> <li>3. Help students glue the faces on the capital Q and small q.</li> <li>4. Have students color their projects.</li> </ol>	
14. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 18 - Song tab 		<b>Teach the Words (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture</i> from the Teacher Menu.</li> <li>2. Show the picture of a sandwich.</li> <li>3. Say, "It's a sandwich."</li> <li>4. Have the class repeat "sandwich."</li> <li>5. Repeat steps 2-4 with the words "pizza," "carrot," and "juice."</li> <li>6. Show the pictures again.</li> <li>7. This time, ask the class, "What's this?"</li> <li>8. Choose a student to say what the picture is.</li> <li>9. Have the students repeat the word.</li> <li>10. Pretend to eat the food or drink the juice. Each food should have a different action.</li> <li>11. Have the class do the action.</li> <li>12. Repeat steps 6-11 with all the pictures.</li> </ol>	Learn the phrase "I have ____."
	5 mins			<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Choose a student to come to the front of the room.</li> <li>2. Whisper one of the words to the student.</li> <li>3. Have the student do the action for that food.</li> <li>4. Have the class guess the food.</li> <li>5. Once the students have guessed the food, the whole class does the action and says, "I have ____," (e.g., "I have pizza.").</li> <li>6. Repeat the activity until every student has a turn to act out a food.</li> </ol>	

	5 mins	Unit 17 - Listening tab 		<b>Review (You do)</b> 1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. Have the class point to the picture that matches what they hear. 3. Choose a student to tap the picture. 4. Have the class repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	
	5 mins	Unit 18 - Song tab 		<b>Sing (You do)</b> 1. Play the song "Yes, I Do" from the Teacher Menu. 2. Show the pictures and review the words with the students. 3. Practice saying the lyrics and show the picture for each of the objects as you say the line. 4. Play the song again, encouraging students to sing along.	
4. <i>Flicker Show</i>	5 mins	Unit 18 - Speaking tab 		1. Play <i>Flicker Show</i> from the Teacher Menu. 2. Have the class repeat the target phrase "I have ____." 3. Repeat the video as time allows.	

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 18 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap an object highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all of the objects have been selected.	Learn the words "sandwich," "pizza," "table," and "juice."






6. <b>Big Picture (Vocabulary)</b>	5 mins	Unit 18 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
7. <b>Word Flurry</b>	5 mins	Unit 18 - Vocabulary tab 		<b>Find the Words (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

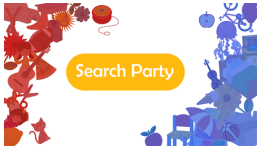
## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Flicker Show</b>	5 mins	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase "I have ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrase "I have ____."


9. <i>Speak Up 1</i>	5 mins	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 18 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <b>Practice Vocabulary:</b> <i>Reveal the Word</i>	10 min		<p><b>Vocabulary pictures</b> (sandwich, pizza, table, juice)</p> <p>Sheet of paper to cover the vocabulary pictures</p>	<ol style="list-style-type: none"> <li>1. Quickly review the vocabulary words with the class.</li> <li>2. Cover one of the pictures with a sheet of paper and hold it up.</li> <li>3. Slowly move the sheet of paper to reveal the picture.</li> <li>4. Have students raise their hands when they know what the picture is.</li> <li>5. If students are able to say the vocabulary word correctly, remove the paper so the entire picture can be seen.</li> <li>6. Have the class say the word.</li> <li>7. If the students aren't able to identify the picture, continue to slowly reveal the rest of the picture until one of the students is able to identify it.</li> </ol>	Review the words "sandwich," "pizza," "table," and "juice."


13. <i>Search Party</i>	8 mins	Unit 18 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.


**Lesson 1: Block A (25 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 18 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins			<b>Learn the phrase (I do)</b> <ol style="list-style-type: none"> <li>1. Raise your hand and say, "Raise your hand."</li> <li>2. Have the class repeat the phrase and action.</li> <li>3. Put your hand down then raise your hand again.</li> <li>4. Say, "Raise your hand." Have the class repeat the phrase and action.</li> <li>5. Repeat steps 2-4 with the phrase "Raise your foot."</li> <li>6. Repeat the activity until the students are comfortable saying the command and doing the actions.</li> </ol>	
5. Practice an Action: <i>Hand and Foot</i>	10 mins			<b>Review (We do)</b> <ol style="list-style-type: none"> <li>1. Have the class stand and spread out in the classroom.</li> <li>2. Randomly alternate between saying, "Raise your hand" and "Raise your foot."</li> <li>3. Have the class do the action.</li> <li>4. If a student raises the wrong body part, have the student sit down.</li> <li>5. Have the class repeat the command.</li> <li>6. Repeat steps 2-5, giving the commands more quickly. When there is only one student standing, they are the winner.</li> <li>7. Repeat the activity as time allows, having the winner give the commands.</li> </ol>	Learn the action "raise your ____."


## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>6. Learn More Words</b>	5 mins		A picture of a sun and a picture of ice	<ol style="list-style-type: none"> <li>1. Hold up the picture of the sun. Pretend you are hot and fan yourself. Say "hot."</li> <li>2. Have the class repeat the action and say "hot."</li> <li>3. Say, "It's hot," and do the action for "hot."</li> <li>4. Have the class repeat the phrase and do the action.</li> <li>5. Hold up the picture of ice. Pretend you are cold and shiver. Say "cold."</li> <li>6. Have the class repeat the action and say "cold."</li> <li>7. Say, "It's cold," and do the action for "cold."</li> <li>8. Have the class repeat the phrase and the action.</li> <li>9. Repeat steps 1-8 multiple times until students are comfortable with the words and actions.</li> </ol>	Learn the words "hot" and "cold."
<b>7. Practice More Words: Hot and Cold Beanbag Toss</b>	7 mins		<p>A picture of a sun and a picture of ice</p> <p>Small beanbag or ball</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Show the picture of the sun from the previous activity.</li> <li>3. Pretend the beanbag is hot and toss it from hand to hand, saying, "It's hot!"</li> <li>4. Have the class repeat, "It's hot!"</li> <li>5. Pass the beanbag around the circle and have each student pretend the beanbag is hot and say, "It's hot!"</li> <li>6. Show the picture of ice from the previous activity.</li> <li>7. Pretend the beanbag is cold and shiver as you hold it, saying, "It's cold!"</li> <li>8. Pass the beanbag around the circle and have each student pretend the bean bag is cold and say, "It's cold!"</li> <li>9. Toss the bean bag to a student.</li> <li>10. The student who catches the beanbag silently decides if the beanbag is "hot" or "cold" and does the appropriate action.</li> <li>11. The class then guesses if the beanbag is hot or cold, saying, "It's ____."</li> <li>12. The student confirms the answer, saying, "It's ____."</li> <li>13. Have the student with the beanbag toss it to another student and repeat steps 10-12</li> </ol>	

8. <i>Show me, Miss Daisy</i>	8 mins	Unit 18 – Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Show me, Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students interact with Miss Daisy, repeating and responding as prompted.</li> <li>3. Play the video again, this time having the students raise their hands when they hear Miss Daisy say “hot” or “cold.”</li> <li>4. After the video, talk about what was “hot” and what was “cold.”</li> <li>5. Play the video again if time allows and have the students act out washing their hands and making a pizza. Have them count to ten along with Miss Daisy.</li> </ol>	
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Break - 5 mins

## Lesson 2: Block A (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Letter Eggs: R</i>	5 mins	Unit 18 - Letters tab 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: R</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says “R, /r/.”</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound “/r/” as they are tracing.</li> <li>7. The class says “/r/, rock.”</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound “/r/” as they are tracing.</li> <li>10. The class says “/r/, rabbit.”</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital R and small r.

<p>10. <i>Letter Eggs: r</i></p>	<p>5 mins</p>	<p>Unit 18 - Letters tab</p> 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: r</i> from the Teacher Menu.</li> <li>2. Choose several students to tap or toss the egg until it cracks.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "r, /r/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>6. The class repeats the sound "/r/" as they are tracing.</li> <li>7. The class says "/r/, rock."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter on their leg.</li> <li>9. The class repeats the sound "/r/" as they are tracing.</li> <li>10. The class says "/r/, rabbit."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	
<p>11. Practice Letters and Sounds: <i>What's Missing</i></p>	<p>2 mins</p>		<p><b>Letter pictures</b> (R, r, rabbit, rock)</p>	<p><b>Play a Letter Game (Set up)</b></p> <ol style="list-style-type: none"> <li>1. Show the picture of capital R and say "capital R."</li> <li>2. Have the class repeat "capital R."</li> <li>3. Put the picture on the board in front of the class.</li> <li>4. Repeat steps 1-2 with small r.</li> <li>5. Show the picture of the lion and say "/r/, /r/, rabbit."</li> <li>6. Have the class repeat "/r/, /r/, rabbit."</li> <li>7. Put the picture on the board.</li> <li>8. Repeat steps 4-7 with the rock picture.</li> </ol>	
	<p>3 mins</p>		<p><b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j, K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r)</p>	<p><b>Model the Game (I do)</b></p> <ol style="list-style-type: none"> <li>1. Review the letters.</li> <li>2. Put the small letter pictures on the board in a row.</li> <li>3. Put the capital letter pictures on the board continuing the row.</li> <li>4. Take the small r off the board and hold it behind your back.</li> <li>5. Slowly sing the alphabet song, pointing to the letters as you sing the name (e.g., Point to small a as you sing "a.").</li> <li>6. Stop singing when you get to the spot where small r should be. Pull small r from behind your back and show it to the class.</li> <li>7. Sing "r."</li> <li>8. Say "small r."</li> <li>9. Have the class repeat "small r."</li> <li>10. Repeat steps 4-9 with capital R.</li> </ol>	

	3 mins		<p><b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, I, J, j, K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r)</p>	<p><b>Practice the Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Take capital G off the board and hold it behind your back.</li> <li>2. Slowly sing the alphabet song starting with small a. When you get to small r, start the song over with the capital letters (e.g., Sing, "a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, A, B, C, D, E, F.).</li> <li>3. Stop singing when you get to the spot where capital G should be. Pull capital G from behind your back and show it to the class.</li> <li>4. Sing "G."</li> <li>5. Say "capital G."</li> <li>6. Have the class repeat "capital G."</li> <li>7. Repeat steps 1-6, taking different capital and small letters off the board and putting them behind your back.</li> <li>8. When the class is confident with singing the song and identifying the missing letter, move on to the game.</li> </ol>	
	7 mins			<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Have the class close their eyes.</li> <li>2. Take a letter off the board and hide it behind your back.</li> <li>3. Choose a student to come to the front and point to each letter as the class sings the alphabet song.</li> <li>4. When the student gets to the spot with the missing letter, have the class stop singing and identify what letter is missing.</li> <li>5. Once the class has correctly identified the missing letter, put the letter back on the board.</li> <li>6. Have the class finish singing the rest of the letters on the board.</li> <li>7. Repeat steps 1-6 as time allows.</li> <li>8. End the activity by singing the entire "ABC song."</li> </ol>	







## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <i>What Do You Have?</i>	5 mins		<b>Vocabulary pictures</b> (pizza, sandwich, apple, water, juice), enough for each student to have one	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Have the class sit in a circle.</li> <li>3. Say, "What do you have?" and shrug your shoulders.</li> <li>4. Have the class repeat the question and shrug their shoulders.</li> <li>5. Hold up one of the vocabulary pictures and say, "I have ____."</li> <li>6. Have the class repeat the sentence.</li> <li>7. Give each student a vocabulary picture.</li> <li>8. Have the class ask you, "What do you have?"</li> <li>9. Hold up your picture and say, "I have ____."</li> <li>10. Turn to the student next to you.</li> <li>11. Have the class ask the student, "What do you have?"</li> <li>12. Have the student hold up their picture and answer, "I have ____."</li> <li>13. Continue around the circle until each student has a chance to show their picture.</li> <li>14. If time allows, have the students swap pictures and repeat the activity.</li> </ol>	Share the book <i>What Do You Have?</i>
	8 mins	Unit 18 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>What Do You Have?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
13. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 18 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: R r</i>	5 mins	Unit 18 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: R r</i> from the Teacher Menu.</li> <li>2. Show the students capital R.</li> <li>3. Say, "This is capital R."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital R in the air with your finger and have the students do it with you.</li> <li>6. Show the students small r.</li> <li>7. Say, "This is small r."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small r in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital R and small r make the sound /r/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the letter sound pictures that start with r.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/r/, /r/, rock."</li> <li>14. Ask the students to repeat "/r/, /r/, rock."</li> <li>15. Follow the pattern for each of the words that start with r (rock, rabbit, run).</li> </ol>	Review the letters capital R and small r.

5. "ABC Song"	5 mins	Unit 18 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter R.</li> <li>4. Have the class say "R" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: R r	5 mins	Unit 18 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: R r from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/r/, rock" and "/r/, rabbit."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 18 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "sandwich," "pizza," "table," and "juice."
8. Match Maker	5 mins	Unit 18 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

<b>9. <i>Speak Up 1</i></b>	5 mins	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	
<b>10. <i>Speak Up 2</i></b>	5 mins	Unit 18 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "I have ____."

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. <i>Decorate the Letter: R</i></b>	5 mins	Unit 18 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: R</i> from the Teacher Menu.</li> <li>2. When capital R appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "capital R."</li> <li>4. Have the class say the sound "/r/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital r, /r/").</li> <li>6. Choose a student to say "capital R, /r/."</li> <li>7. Have the class repeat "capital R, /r/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital R and small r.


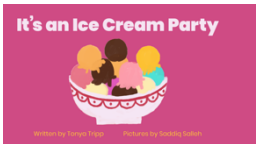
<p>12. <i>Decorate the Letter: r</i></p>	<p>5 mins</p>	<p>Unit 18 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: r</i> from the Teacher Menu.</li> <li>2. When small r appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "small r."</li> <li>4. Have the class say the sound "/r/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small r, /r/").</li> <li>6. Choose a student to say "small r, /r/."</li> <li>7. Have the class repeat "small r, /r/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 18 - Letters tab</p> 	<p><b>Letter pictures</b> (R, r)</p> <p><b>Lyrics</b> Here's how we make a capital R, A capital R, a capital R. Here's how we make a capital R. Let's all do it together.</p> <p>Here's how we make a small letter r, A small letter r, a small letter r. Here's how we make a small letter r. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 18 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small r.</li> <li>4. Have the class say "r" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Show What You Learned: <i>I Have</i></b>	18 mins		<p><i>I Have</i> project for each student</p> <p>Cut dotted lines near the hands on each project</p> <p>Cutout strip of items on each printout</p>	<ol style="list-style-type: none"> <li>1. Distribute the project to students.</li> <li>2. Have the students color the figures to look like themselves (hair, clothing, etc.).</li> <li>3. Distribute the cutout strips and show students how to insert the strip into the slits. Help as necessary.</li> <li>4. Children practice pulling the strip through the figure and saying, "I have ____."</li> <li>5. Students can color and draw additional items.</li> <li>6. Have the students get in pairs and take turns saying, "I have ____," showing what their character is holding.</li> <li>7. Have the students switch partners and continue to share as time allows.</li> <li>8. Tell students to share their project with their parents using the new phrase.</li> </ol>	
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 18 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Yes, I Do" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>It's an Ice Cream Party</i>	8 mins	Unit 18 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>It's an Ice Cream Party</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>It's an Ice Cream Party</i> .
			Paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a sheet of paper and crayons.</li> <li>2. Have the students draw their own scoop of ice cream.</li> <li>3. Have a student come to the front and show their scoop of ice cream.</li> <li>4. Have the student say, "I have ice cream."</li> <li>5. Tape the ice cream scoop to the board.</li> <li>6. Repeat steps 3-5 until every student has had the chance to show their ice cream.</li> <li>7. Point to the board with all the ice cream and say "ice cream party!"</li> <li>8. Have the class repeat "ice cream party!" and clap and cheer.</li> <li>9. Have the students pretend to eat ice cream.</li> </ol>	

<p>5. Learn about Responsibility</p>	<p>7 mins</p>	<p>Unit 18 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value responsibility.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:                      Card 1: "What is happening in this picture?" ("The boy is going to play with a friend.")                      Card 2: "What did the boy forget to do?" ("He forgot to close the door.") "What is the dog doing?" ("The dog is going into the house.")                      Card 3: "What happened?" ("The dog made a big mess.")                      Card 4: "What do the boys do?" ("The boys clean up the house.")</p> <ol style="list-style-type: none"> <li>6. Say, "When you do what you're supposed to do, you are being responsible. When you are responsible, you feel joy!"</li> </ol>	<p>Learn the value responsibility.</p>
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### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>6. Practice More Words: <i>Hot Pass</i></p>	<p>8 mins</p>		<p>Small beanbag or ball  Music the students like</p>	<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Start the music.</li> <li>3. Choose a student to start. Give them the beanbag.</li> <li>4. Have the student say, "It's hot!"</li> <li>5. Have the student hand the beanbag to the student sitting next to them.</li> <li>6. Repeat steps 4-5, having the students pass the beanbag around the circle until you randomly stop the music.</li> <li>7. When the music stops, the class says, "It's cold!"</li> <li>8. The student holding the beanbag moves out of the circle and stands by you.</li> <li>9. Repeat steps 2-8 until only one student remains. That student is the winner.</li> <li>10. Repeat the activity as time allows.</li> </ol>	<p>Review the words "hot" and "cold."</p>



<b>7. Practice Actions:</b> <b>Action Toss</b>	7 mins		Small beanbag or ball	<ol style="list-style-type: none"> <li>1. Review the actions “stand up,” “sit down,” “open your hands,” “close your hands,” “raise your hand,” “walk,” “run,” “jump,” “draw,” “sing,” and “dance” with the class, having them say and do each action.</li> <li>2. Have the class stand in a circle.</li> <li>3. Toss a small beanbag to a student and tell them to do an action.</li> <li>4. Have the student do the action.</li> <li>5. Have the student toss the beanbag to another student. The first student tells the student with the beanbag an action to perform.</li> <li>6. Repeat steps 4-5 until every student has had a turn or as time allows.</li> </ol>	Review actions.
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Break - 5 mins


## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Practice Vocabulary:</b> <b>Musical Chairs</b>	7 mins		<p><b>Vocabulary pictures</b> (sandwich, pizza, table, juice), enough for each child to have one</p> <p>Students’ chairs in a circle facing out with a picture on each</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Play music.</li> <li>2. Have the students walk in a circle around the chairs as the music plays.</li> <li>3. When you stop the music, have the students grab the picture on the chair closest to them.</li> <li>4. Once everyone has a picture, have the class face into the circle.</li> <li>5. Go around the circle and have each student raise the picture above their head and say the word.</li> <li>6. After each student has said their word, have the students put the pictures back on the chair closest to them.</li> <li>7. Repeat the activity as time allows.</li> </ol>	Review the words “sandwich,” “pizza,” “table,” and “juice.”

<b>9. Practice the Phrase:</b> <b>Choose a Picture</b>	8 mins		<b>Vocabulary pictures</b> (teacher's choice for review)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the students.</li> <li>2. Show the class a vocabulary picture and say, "I have ____," (e.g., "I have a table.").</li> <li>3. Have the students repeat the phrase.</li> <li>4. Put the vocabulary pictures in a pile.</li> <li>5. Have a student come up and select a vocabulary picture from the pile.</li> <li>6. Have the student show the picture to the class and say, "I have ____."</li> <li>7. Have the class repeat the sentence.</li> <li>8. Repeat steps 5-7 until every student has a chance to choose a picture.</li> </ol>	Review the phrase "I have ____."
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## Lesson 2: Block B (25 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>10. Big Picture: R r</b>	5 mins	Unit 18 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: R r</i> from the Teacher Menu.</li> <li>2. Show the students capital R.</li> <li>3. Say, "This is capital R."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital R in the air with your finger and have the students do it with you.</li> <li>6. Show the students small r.</li> <li>7. Say, "This is small r."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small r in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital R and small r make the sound /r/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the letter sound pictures that start with r.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/r/, /r/, rock."</li> <li>14. Ask the students to repeat "/r/, /r/, rock."</li> <li>15. Follow the pattern for each of the words that start with r (rock, rabbit, run).</li> </ol>	Review the letters capital r and small r.

11. <i>Dotty's Ditties</i>	5 mins	Unit 18 - Letters tab 	<p><b>Letter pictures</b> (R, r)</p> <p><b>Lyrics</b> Here's how we make a capital R, A capital R, a capital R. Here's how we make a capital R. Let's all do it together.</p> <p>Here's how we make a small letter r, A small letter r, a small letter r. Here's how we make a small letter r. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital R and small r pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
12. <i>Letter Animals Project</i>	13 mins		<p>Letters R and r pages for each student</p> <p>A sample of the finished project</p> <p>Precut big and small rabbit faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with R and r and the cutout rabbit faces.</li> <li>3. Help students glue the faces on the capital R and small r.</li> <li>4. Have students color their projects.</li> </ol>	
13. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins	Unit 19 - Song tab 		<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Song)</i> from the Teacher Menu.</li> <li>2. Show the picture of a frog racing a dog.</li> <li>3. Point to the frog and ask, "What's this?"</li> <li>4. Have the class say, "It's a frog."</li> <li>5. Have the class hop like a frog and say, "It's a frog."</li> <li>6. Point to the dog and ask, "What's this?"</li> <li>7. Have the class say, "It's a dog."</li> <li>8. Have the class bend their hands like paws, bark like a dog, and say, "It's a dog."</li> <li>9. Show the picture of a goat driving a boat.</li> <li>10. Point to the goat and ask, "What's this?"</li> <li>11. Have the class say, "It's a goat."</li> <li>12. Have the class put their hand under their chin, fingers pointing down to make a goat beard, and say, "It's a goat."</li> <li>13. Point to the boat and ask, "What's this?"</li> <li>14. Have the class say, "It's a boat."</li> <li>15. Have the class pretend they are holding a steering wheel and say, "Vroom, vroom. It's a boat."</li> </ol>	Learn the phrases "What's this?" and "It's a ____."





	7 mins			<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Ask the class, "What's this?"</li> <li>2. Do the action for "frog."</li> <li>3. Have the class say, "It's a frog."</li> <li>4. Invite a student to the front of the room.</li> <li>5. Have the student ask the class, "What's this?" and do one of the actions.</li> <li>6. Have the class say, "It's a ____."</li> <li>7. Once the class guesses correctly, the student chooses a new student to come to the front and act out a word.</li> <li>8. Repeat the activity until each student has a turn to act out a word and ask, "What's this?" or as time allows.</li> </ol>	
	5 mins	<p>Unit 19 - Song tab</p> 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song "What's This?"</li> <li>2. Practice saying the lyrics and show the picture for each of the objects as you say the line.</li> <li>3. Play the song again, encouraging students to sing along and do the actions.</li> <li>4. Repeat the song until the students are comfortable with the lyrics.</li> </ol>	
<b>4. Flicker Show</b>	5 mins	<p>Unit 19 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "What's this?" and "It's a ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	
<b>5. Hear! Hear!</b>	5 mins	<p>Unit 19 - Listening tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Hear! Hear!</i> from the Teacher Menu.</li> <li>2. The students point to the picture of the phrase.</li> <li>3. Choose a student to tap the picture.</li> <li>4. The students repeat the phrase.</li> <li>5. Repeat until each student has a turn to tap a picture or all the phrases are played.</li> </ol>	

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. <i>Photoplay</i>	5 mins	Unit 19 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap an object highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all of the objects have been selected.	Learn the words "legs," "arms," "black," and "hat."
7. <i>Big Picture (Vocabulary)</i>	5 mins	Unit 19 - Vocabulary tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first vocabulary word. 3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it. 4. Have the class repeat the word three times. 5. Repeat these steps with each vocabulary word. 6. Repeat steps 2-5. This time have the class identify the pictures before tapping them. 7. Invite individual students to come and tap each picture to confirm the answer.	
8. <i>Word Flurry</i>	5 mins	Unit 19 - Vocabulary tab 		<b>Find the Words (You do)</b> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When the audio says, "Tap ____," ask the class to repeat the word aloud. 3. Ask the students if they see the picture on the screen. 4. Choose two students to race to the screen and tap the picture. 5. Repeat steps 2-4 until the activity ends. 6. Repeat the activity until each student has had a turn.	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Flicker Show</i>	5 mins	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "What's this?" and "It's a ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrases "What's this?" and "It's a ____."
10. <i>Speak Up 1</i>	5 mins	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Speak Up 2</i>	5 mins	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
12. <i>Sing a Song</i>	5 mins	Unit 19 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's This?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. Practice Vocabulary: <i>Slap the Word</i>	10 min		Vocabulary pictures (legs, arms, black, hat)	<ol style="list-style-type: none"> <li>1. Show each vocabulary picture to the students and have them practice saying the word.</li> <li>2. Put the vocabulary pictures on the board in front of the class.</li> <li>3. Invite two students to come to the front of the room.</li> <li>4. Say one of the vocabulary words that is displayed.</li> <li>5. The first student to touch the picture of the vocabulary word wins.</li> <li>6. Encourage the class to repeat the word after it is found.</li> </ol>	Review the words "legs," "arms," "black," and "hat."
14. <i>Search Party</i>	8 mins	Unit 19 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
15. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 19 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's This?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Review an Action	5 mins			<ol style="list-style-type: none"> <li>1. Have the class stand in a circle.</li> <li>2. Say, "Walk," and have the class repeat the command and walk around the circle.</li> <li>3. Say, "Stop," and have the class repeat the command and stop walking.</li> <li>4. Repeat step 2-3 several times.</li> <li>5. Repeat steps 2-3 with other actions (e.g., "run," "jump," "sit down," "stand up," "dance," "clap").</li> </ol>	Review the action "walk."
5. Review Actions: Fast Actions	10 mins			<ol style="list-style-type: none"> <li>1. Say, "Walk," and have the class repeat the command and walk around the circle.</li> <li>2. Say a different command and have the class immediately repeat the command and do the action.</li> <li>3. If a student does the wrong action or says the wrong command, have them sit in the middle of the circle. Students in the middle of the circle should keep saying the commands but not do the actions.</li> <li>4. Repeat steps 1-3, getting faster and faster until only one student is left. This student is the winner.</li> <li>5. Repeat the game as time allows.</li> </ol>	Review actions.

## Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn More Words: <i>Big and Small Dance</i>	10 mins		Music the students like	<ol style="list-style-type: none"> <li>1. Hold your arms up as big and wide as possible. Say "big."</li> <li>2. Have the class do the action and repeat "big."</li> <li>3. Hold up your hands close together and say "small."</li> <li>4. Have the class do the action and repeat "small."</li> <li>5. Repeat 5-6 times, saying the words faster each time.</li> <li>6. Start the music and have the students dance.</li> <li>7. Randomly stop the music and say "big" or "small."</li> <li>8. Have the students repeat the word and make themselves big or small.</li> <li>9. Start the music and have the students dance like they are big or small.</li> <li>10. Repeat steps 6-9 alternating between "big" and "small" as time allows.</li> </ol>	Learn the words "big" and "small."
7. <i>Show Me, Miss Daisy</i>	10 mins	Unit 19 - Resources tab 		<ol style="list-style-type: none"> <li>1. Play <i>Show Me, Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students interact with Miss Daisy, repeating and responding as appropriate.</li> <li>3. Play the video again, this time having the students raise their hands when they hear Miss Daisy say "big" or "small."</li> <li>4. After the video, talk about what was "big" and what was "small."</li> <li>5. If time allows, play the video again and have the class act out putting on the different clothing.</li> </ol>	

Break - 5 mins


## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Letter Eggs: S</b>	5 mins	Unit 19 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: S</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "S, /s/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/s/" as they are tracing.</li> <li>7. The class says "/s/, sun."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/s/" as they are tracing.</li> <li>10. The class says "/s/, snake."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	Learn the letters capital S and small s.
9. <b>Letter Eggs: s</b>	5 mins	Unit 19 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: s</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "s, /s/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/s/" as they are tracing.</li> <li>7. The class says "/s/, sun."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/s/" as they are tracing.</li> <li>10. The class says "/s/, snake."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	

10. Practice Letters and Sounds: <i>The Fly Swatter Game</i>	2 mins		<b>Letter pictures</b> (S, s, snake, sun)	<b>Play a Letter Game (Set up)</b> 1. Show the picture of capital S and say “capital S.” 2. Have the class repeat “capital S.” 3. Put the picture in a place where the class can see it. 4. Repeat steps 1-2 with small s. 5. Show the picture of the snake and say “/s/, /s/, snake.” 6. Have the class repeat “/s/, /s/, snake.” 7. Put the picture in a place where the class can see it. 8. Repeat steps 4-7 with the sun picture.
	3 mins		3-4 fly swatters or something to tap with	<b>Model the Game (I do)</b> 1. Hold the fly swatter. 2. Say “capital S.” 3. Use the fly swatter to slap the picture of capital S. 4. Have the class repeat “capital S.” 5. Repeat steps 2-4 with small s. 6. Say “/s/, /s/, snake.” 7. Slap the picture of the snake. 8. Have the class repeat “/s/, /s/, snake.” 9. Repeat steps 6-8 with the sun picture.
	5 mins			<b>Model the Game (We do)</b> 1. Choose two students to come to the front. 2. Give each student a fly swatter. 3. Say one of the letter or animal pictures. 4. Have the students race to tap the picture with their fly swatter. 5. Have the class repeat the letter or object you said. 6. Repeat steps 2-4 a few times with the same two students. 7. Choose three or four new students to come up. 8. Repeat steps 2-4, having the students race to tap the word you say.



	5 mins			<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Have each group form a line.</li> <li>3. Give the first student in each line a fly swatter.</li> <li>4. Say one of the letter or animal pictures.</li> <li>5. Have the students with the fly swatters race to tap the picture.</li> <li>6. Have the class repeat what you said.</li> <li>7. The student who taps the picture first earns a point for their team.</li> <li>8. The students go back to their lines and give the fly swatter to the next person in line.</li> <li>9. Repeat steps 4-8 until all students have tapped a picture.</li> <li>10. The team with the most points wins.</li> </ol>	
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**Lesson 2: Block B (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Let's Make a Snowman</i>	5 mins		<p><b>Vocabulary pictures</b> (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p> <p>Objects the class can count, such as crayons, pencils, or books</p>	<ol style="list-style-type: none"> <li>1. Hold up the number 1.</li> <li>2. Say "one."</li> <li>3. Have the class repeat the number.</li> <li>4. Hold up one object.</li> <li>5. Say "one ____."</li> <li>6. Have the class hold up one finger and repeat the sentence.</li> <li>7. Repeat steps 1-6 with all the numbers, having students come to the front to help hold up the objects.</li> </ol>	Share the book <i>Let's Make a Snowman</i> .
	8 mins	Unit 19 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Let's Make a Snowman</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
12. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 19 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's This?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture:</i> S s	5 mins	Unit 19 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture S s</i> from the Teacher Menu.</li> <li>2. Show the students capital S.</li> <li>3. Say, "This is capital S."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital S in the air with your finger and have the students do it with you.</li> <li>6. Show the students small s.</li> <li>7. Say, "This is small s."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small s in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital S and small s make the sound /s/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with s.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture (e.g., "/s/, /s/, sun.&gt;").</li> <li>14. Ask the students to repeat "/s/, /s/, sun.&gt;".</li> <li>15. Follow the pattern for each of the words that start with s (sun, snake, socks).</li> </ol>	Review the letters capital S and small s.

5. "ABC Song"	5 mins	Unit 19 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter S.</li> <li>4. Have the class says "S" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	
6. <i>Write and Say: S s</i>	5 mins	Unit 19 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Write and Say: S s</i> from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/s/, sun" and "/s/, snake."</li> </ol>	


### Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. <i>Bright Spot</i>	5 mins	Unit 19 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Bright Spot</i> from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the students to say the word aloud.</li> <li>5. If they say the correct word, tap the correct button.</li> <li>6. If they say an incorrect word, tap the incorrect button and have them repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "legs," "arms," "black," and "hat."
8. <i>Match Maker</i>	5 mins	Unit 19 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the students repeat the vocabulary words.</li> </ol>	




9. <i>Speak Up 1</i>	5 mins	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrases "What's this?" and "It's a _____."
10. <i>Speak Up 2</i>	5 mins	Unit 19 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins


## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: S</i>	5 mins	Unit 19 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: S</i> from the Teacher Menu.</li> <li>2. When the letter S appears on the screen, ask the students if they remember the name.</li> <li>3. Have the class say the sound "/s/."</li> <li>4. Ask if any students can say the letter name and sound ("capital S, /s/").</li> <li>5. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>6. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>7. Repeat steps 5-8 until the letter is decorated.</li> <li>8. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital S and small s.






<b>12. Decorate the Letter: s</b>	5 mins	Unit 19 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: s</i> from the Teacher Menu.</li> <li>2. When the letter s appears on the screen, ask the students if they remember the name.</li> <li>3. Have the class say the sound “/s/.”</li> <li>4. Ask if any students can say the letter name and sound (“small s, /s/”).</li> <li>5. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>6. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>7. Repeat steps 5-8 until the letter is decorated.</li> <li>8. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<b>13. Dotty's Ditties</b>	5 mins	Unit 19 - Letters tab 	<p><b>Letter pictures (S, s)</b></p> <p><b>Lyrics:</b>                  Here's how we make a capital S,                  A capital S, a capital S.                  Here's how we make a capital S.                  Let's all do it together.</p> <p>Here's how we make a small letter s,                  A small letter s, a small letter s.                  Here's how we make a small letter s.                  Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital S and small s pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<b>14. “abc Song”</b>	5 mins	Unit 19 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song “abc Song” from the Teacher Menu.</li> <li>2. The class sings the song.</li> <li>3. Select students to come up and tap small s.</li> <li>4. The class says “s” every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	

Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>15. Share a Book: <i>Let's Make a Snowman</i></p>	3 mins	<p>Unit 19 - Resource tab</p> 		<ol style="list-style-type: none"> <li>1. Show the book <i>Let's Make a Snowman</i> from the Teacher Menu.</li> <li>2. As the narrator finishes each page, have students repeat what they heard.</li> </ol>	<p>Review the book <i>Let's Make a Snowman</i>.</p>
<p>16. Show What You Learned: <i>Decorate a Snowman</i></p>	15 mins		<p><i>Decorate a Snowman</i> project for each student</p> <p>Cotton balls</p> <p>Glue</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a printout.</li> <li>2. Point to the snowman's body and ask, "What's this?"</li> <li>3. Have the students say, "This is a snowman." If they don't know "snowman," teach the word and have them repeat it.</li> <li>4. Say, "The snowman is white."</li> <li>5. Ask the students, "What color is it?"</li> <li>6. Have the students say, "It's white."</li> <li>7. Point to the snowman's hat and ask, "What's this?"</li> <li>8. Have the students say, "It's a hat."</li> <li>9. Say, "The hat is black."</li> <li>10. Ask the students, "What color is it?"</li> <li>11. Have the students say, "It's black."</li> <li>12. Have the students get a black crayon and color the hat black.</li> <li>13. Repeat this pattern to color the rest of the snowman. (Color the nose orange, the scarf red, the eyes blue, the mouth pink, the arms yellow, and the legs/boots green.)</li> <li>14. Give the students some cotton balls.</li> <li>15. Model how to pull the cotton balls apart and glue them to the body of the snowman to make it look like snow.</li> </ol>	<p>Review the phrases "What's this?" and "It's a _____."</p>
<p>17. Goodbye</p>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>


**Lesson 1: Block A (25 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 19 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "What's This?" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Snowman	8 mins	Unit 19 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Snowman</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
5. Learn about Honesty	7 mins	Unit 19 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value honesty.</li> <li>2. Play the video until the first decision.</li> <li>3. Invite a student to tap an option and have students continue to watch the animation.</li> <li>4. Talk about each part of the story.</li> <li>5. After the animation, say, "When you tell the truth, you are honest. When you are honest, you feel joy!"</li> </ol>	Learn the value honesty.

## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>6. Review Actions: Fast Actions</b>	10 mins			<ol style="list-style-type: none"> <li>1. Say, "Walk," and have the class repeat the command and walk around the circle.</li> <li>2. Say a different command and have the class immediately repeat the command and do the action.</li> <li>3. If a student does the wrong action or says the wrong command, have them sit in the middle of the circle.</li> <li>4. Students in the middle of the circle should keep saying the commands but should not do the actions.</li> <li>5. Repeat steps 1-3, getting faster and faster until only one student is left. This student is the winner.</li> <li>6. Repeat the game as time allows.</li> </ol>	Review actions.
<b>7. Learn More Words: Big and Small Dance</b>	10 mins		Music the students like	<ol style="list-style-type: none"> <li>1. Hold your arms up as big and wide as possible. Say "big."</li> <li>2. Have the class do the action and repeat "big."</li> <li>3. Hold up your hands close together and say "small."</li> <li>4. Have the class do the action and repeat "small."</li> <li>5. Repeat 5-6 times, saying the words faster each time.</li> <li>6. Start the music and have the students dance.</li> <li>7. Randomly stop the music and say "big" or "small."</li> <li>8. Have the students repeat the word and make themselves big or small.</li> <li>9. Start the music and have the students dance like they are big or small.</li> <li>10. Repeat steps 6-9 alternating between "big" and "small" as time allows.</li> </ol>	Review the words "big" and "small."


Break - 5 mins

## Lesson 2: Block A (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. Practice Vocabulary: <i>What's Missing</i>	7 mins		Vocabulary pictures (legs, arms, black, hat)	<ol style="list-style-type: none"> <li>1. Show the students a vocabulary picture for each of the words.</li> <li>2. Ask, "What's this?"</li> <li>3. Choose a student to answer.</li> <li>4. When the student says the word correctly, ask all of the students to repeat.</li> <li>5. Put the vocabulary picture on the board.</li> <li>6. Repeat this for each word.</li> <li>7. Tell the students to close their eyes while you remove one picture.</li> <li>8. Tell the students to open their eyes. Ask if they know which vocabulary picture is missing.</li> <li>9. When a student guesses the correct word, show the vocabulary picture and encourage the students to say the word aloud.</li> <li>10. Put the vocabulary picture back on the board. Tell the students to close their eyes while you remove another picture.</li> <li>11. Repeat these steps several times.</li> </ol>	Review the words "legs," "arms," "black," and "hat."
9. Practice Saying Phrase: <i>Guess a Picture</i>	8 mins		Vocabulary pictures (teacher's choice to review)	<ol style="list-style-type: none"> <li>1. Review the chosen vocabulary with the class.</li> <li>2. Mix up the vocabulary pictures and put them on the board so the picture isn't showing.</li> <li>3. Point to a random picture and ask the class, "What's this?"</li> <li>4. The students guess what the picture is, saying, "It's a ____."</li> <li>5. Reveal the picture.</li> <li>6. Cheer for anyone who guessed correctly.</li> <li>7. Have the whole class say, "What's this? It's a ____."</li> <li>8. Repeat for all of the words.</li> </ol>	Review the phrases "What's this?" and "It's a ____."

## Lesson 2: Block B (25 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>Big Picture: S s</i>	5 mins	Unit 19 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture S s</i> from the Teacher Menu.</li> <li>2. Show the students capital S.</li> <li>3. Say, "This is capital S."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital S in the air with your finger and have the students do it with you.</li> <li>6. Show the students small s.</li> <li>7. Say, "This is small s."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small s in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital S and small s make the sound /s/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with s.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/s/, /s/, sun."</li> <li>14. Ask the students to repeat "/s/, /s/, sun."</li> <li>15. Follow the pattern for each of the words that start with s (sun, snake, socks).</li> </ol>	Review the letters capital S and small s.

<b>11. Dotty's Ditties</b>	5 mins	Unit 19 - Letters tab 	<p><b>Letter pictures</b> (S, s)</p> <p><b>Lyrics</b> Here's how we make a capital S, A capital S, a capital S. Here's how we make a capital S. Let's all do it together.</p> <p>Here's how we make a small letter s, A small letter s, a small letter s. Here's how we make a small letter s. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital S and small s pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<b>12. Letter Animals Project</b>	13 mins		<p>Letters S and s pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small snake faces for each student.</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with S and s and the cutout snake faces.</li> <li>3. Help students glue the faces on the capital S and small s.</li> <li>4. Have students color their projects.</li> </ol>	
<b>13. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





**Lesson 1: Block A (30 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins	Unit 20 - Song tab 		<b>Introduce the Song (I do)</b> 1. Play the song "Rap Battle" from the Teacher Menu. 2. Have the students listen to the song multiple times to become familiar with the lyrics.	Learn the phrases "I like ____" and "I don't like ____."
	5 mins		<b>Vocabulary pictures</b> (dog, cat, rabbit, frog, bird, monkey, tiger, snake)	<b>Teach the Lyrics (I do)</b> 1. Hold up an animal picture, nod, and say, "I like ____." 2. Have the class nod and say, "I like ____." 3. Hold up an animal picture, shake your head, and say, "I don't like ____." 4. The students shake their heads and say, "I don't like ____." 5. Repeat steps 1-4 with different animal pictures.	
	7 mins	Unit 20 - Song tab 		<b>Sing (You do)</b> 1. Show the song "Rap Battle" from the Teacher Menu. 2. Tell students to nod or shake their heads when they see the kids in the song do it. 3. Repeat the song until the student are comfortable with the lyrics.	
4. Hear! Hear!	5 mins	Unit 20 - Listening tab 		1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. The students point to the picture of the phrase. 3. Choose a student to tap the picture. 4. The students repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	







<p>5. <i>Flicker Show</i></p>	<p>5 mins</p>	<p>Unit 20 - Speaking tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases “I like ____” and “I don’t like ____.”</li> <li>3. Repeat the video as time allows.</li> </ol>	
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**Lesson 1: Block B (15 mins)**


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>6. <i>Photoplay</i></p>	<p>5 mins</p>	<p>Unit 20 - Vocabulary tab</p> 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all the objects have been selected.</li> </ol>	
<p>7. <i>Big Picture (Vocabulary)</i></p>	<p>5 mins</p>	<p>Unit 20 - Vocabulary tab</p> 		<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	<p>Learn the words “bird,” “monkey,” “tiger,” and “snake.”</p>
<p>8. <i>Word Flurry</i></p>	<p>5 mins</p>	<p>Unit 20 - Vocabulary tab</p> 		<p><b>Find the Words: (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, “Tap ____,” ask the class to repeat the word aloud.</li> <li>3. Ask the students if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Flicker Show</i>	5 mins	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases "I like ____" and "I don't like ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrases "I like ____" and "I don't like ____."
10. <i>Speak Up 1</i>	5 mins	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Speak Up 2</i>	5 mins	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
12. <i>Sing a Song</i>	5 mins	Unit 20 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Rap Battle" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>13. Practice Vocabulary:</b> <i>Find a Picture</i>	10 min		<b>Vocabulary pictures</b> (bird, monkey, tiger, snake), one picture for each student	<ol style="list-style-type: none"> <li>Hide the pictures around the classroom.</li> <li>Tell students to find one picture then return to their seats.</li> <li>When all the pictures are found, have each student show their picture to the class and say the word.</li> <li>The class repeats the word.</li> <li>Once each student has had a turn, have the students again hide their pictures around the classroom.</li> <li>Repeat the activity as time allows.</li> </ol>	Review the words "bird," "monkey," "tiger," and "snake."
<b>14. Search Party</b>	8 mins	Unit 20 - Vocabulary tab 		<ol style="list-style-type: none"> <li>Play <i>Search Party</i> from the Teacher Menu.</li> <li>Say a word you want the students to find.</li> <li>Choose a student to come to the front and find the image.</li> <li>If the student is correct, tap the correct button.</li> <li>Have the class say the target word.</li> <li>If the student is incorrect, tap the incorrect button.</li> <li>Have the student try again.</li> <li>If it is difficult to see the picture, tap the shuffle button.</li> <li>Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
<b>15. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>Wrap up the class.</li> <li>Say "Goodbye" and wave to the class.</li> <li>Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 20 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Rap Battle" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	Warm up.
4. Review an Action	5 mins		Classroom objects the students know	<b>Teach the Action (I do)</b> <ol style="list-style-type: none"> <li>1. Put the book on the floor.</li> <li>2. Say, "Pick up the book," and pick up the book.</li> <li>3. Put the book on the floor.</li> <li>4. Have a student come to the front.</li> <li>5. Have the class say, "Pick up the book."</li> <li>6. Have the student pick up the book.</li> <li>7. Repeat steps 3-6 with different objects and students as time allows.</li> </ol>	Learn the action "pick up the ____."

	10 mins		<p><b>Vocabulary pictures</b> (teacher’s choice for review), two of each picture</p>	<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>2. Have the groups line up facing each other.</li> <li>3. Randomly place a set of vocabulary pictures in front of each group so the students can see the pictures.</li> <li>4. Choose one student from each group to start.</li> <li>5. Say, “Pick up the ____.”</li> <li>6. Have the class repeat the command.</li> <li>7. Have the students race to pick up their group’s picture.</li> <li>8. The first student to pick up the correct image earns a point for their team.</li> <li>9. Repeat steps 4-8 until every student has had a turn to race.</li> <li>10. The team with the most points wins.</li> <li>11. Mix up the teams and repeat the activity as time allows.</li> </ol>	
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**Lesson 1: Block B (20 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>5. Learn More Words:</b> <i>Happy Sad Sort</i></p>	8 mins		<p><b>Vocabulary pictures</b> (cat, mom, dad, dog, teacher, boy, girl, rabbit, frog, bird, monkey, tiger, snake), enough for each student to have one picture</p> <p>Paper with a smiley face</p> <p>Paper with a frowny face</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Hold up the smiley face paper and say “happy.”</li> <li>3. Have the class repeat “happy.”</li> <li>4. Put the paper on one side of the room.</li> <li>5. Hold up the frowny face paper and say “sad.”</li> <li>6. Have the class repeat “sad.”</li> <li>7. Put the paper on the other side of the room.</li> <li>8. Give each student a picture.</li> <li>9. Using one of the vocabulary picture words, say, “____ is ____,” (e.g., “Mom is sad.”).</li> <li>10. Have the class repeat the sentence.</li> <li>11. The students holding that vocabulary picture go to the correct side of the room.</li> <li>12. Have the student holding that picture again repeat the phrase and make a sad or happy face.</li> <li>13. Repeat steps 9-12 with the rest of the vocabulary pictures, having students join those already on the sides of the room.</li> <li>14. Mix up the pictures and repeat steps 8-13 as time allows.</li> </ol>	<p>Learn the words “happy” and “sad.”</p>

<p><b>6. Practice More Words:</b> <i>Practice Happy and Sad</i></p>	<p>12 mins</p>		<p>Piece of paper for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a sheet of paper and crayons.</li> <li>2. Have the students draw something that makes them happy on one side of the paper.</li> <li>3. Have the students draw something that makes them sad on the other side of the paper.</li> <li>4. As the students finish drawing, have them get with a partner.</li> <li>5. Have the students take turns pointing to the picture that makes them happy and saying, "I am happy," and pointing to the picture that makes them sad and saying, "I am sad."</li> <li>6. Have the students switch partners and continue sharing back and forth.</li> <li>7. If time allows, have a few students come to the front of the room and show their pictures.</li> <li>8. Have the class say either "I am happy," or "I am sad."</li> </ol>	
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Break - 5 mins

### Lesson 2: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>7. Letter Eggs:</b> <b>T</b></p>	<p>5 mins</p>	<p>Unit 20 - Letters tab</p> 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: T</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "T, /t/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/t/" as they are tracing.</li> <li>7. The class says "/t/, turtle."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/t/" as they are tracing.</li> <li>10. The class says "/t/, tiger."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	<p>Learn the letters capital T and small t.</p>

<p>8. <b>Letter Eggs: t</b></p>	<p>5 mins</p>	<p>Unit 20 - Letters tab</p> 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: t</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "t, /t/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/t/" as they are tracing.</li> <li>7. The class says "/t/, turtle."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/t/" as they are tracing.</li> <li>10. The class says "/t/, tiger."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> <li>12. Give every student a chance to participate.</li> </ol>	
<p>9. <b>Practice Letters and Sounds: Letter and Picture Formation</b></p>	<p>2 mins</p>		<p><b>Letter pictures</b> (T, t, tiger, turtle)</p>	<p><b>Play a Letter Game (Set up)</b></p> <ol style="list-style-type: none"> <li>1. Show the picture of capital T and say "capital T."</li> <li>2. Have the class repeat "capital T." Put the picture in front of the class so they can see it.</li> <li>3. Repeat steps 1-2 with small t.</li> <li>4. Show the picture of the tiger and say "/t/, /t/, tiger."</li> <li>5. Have the class repeat "/t/, /t/, tiger." Put the picture in front of the class.</li> <li>6. Repeat steps 4-5 with the turtle picture.</li> </ol>	
	<p>3 mins</p>		<p>Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make letters</p>	<p><b>Model the Game (I do)</b></p> <ol style="list-style-type: none"> <li>1. Point to the picture of capital T and say "capital T."</li> <li>2. Make a capital T with play dough or chenille stem.</li> <li>3. Show the letter to the class.</li> <li>4. Have the class repeat "capital T."</li> <li>5. Repeat steps 2-4 with small T.</li> <li>6. Point to the picture of the tiger.</li> <li>7. Make a tiger with play dough or chenille stems.</li> <li>8. Show the tiger to the class.</li> <li>9. Say "/t/, /t/, tiger."</li> <li>10. Have the class repeat "/t/, /t/, tiger."</li> <li>11. Repeat steps 6-10 with the turtle picture.</li> </ol>	

	5 mins		Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make letters	<p><b>Practice the Activity (We do)</b></p> <ol style="list-style-type: none"> <li>1. Give the students playdough or chenille stems.</li> <li>2. Point to the picture of capital T and say, "Make capital T."</li> <li>3. Have the class use their playdough or chenille stems to make capital T.</li> <li>4. Walk around and look at the students' letters.</li> <li>5. Provide feedback as needed.</li> <li>6. When most the of students have finished making the letter, have them point to their letter and say, "This is capital T."</li> <li>7. Repeat steps 2-6 for small t.</li> <li>8. Point to the picture of the tiger and say, "Make a tiger."</li> <li>9. Have the class try to make a tiger with their playdough or chenille stems.</li> <li>10. When most of the class is finished making a tiger, have the students point to their tiger and say "/t/, /t/ tiger."</li> <li>11. Repeat steps 8-10 with the picture of the turtle.</li> </ol>	
	5 mins		Play dough, chenille stems, yarn, or anything that can be used to form letters, enough for each student to make letters	<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Randomly say "capital T," "small t," "tiger," or "turtle."</li> <li>2. Have the class use their play dough or chenille stems to make the letter or object you say.</li> <li>3. Walk around and look at what the students have made.</li> <li>4. Provide feedback as needed.</li> <li>5. When most the of students have finished making their letter or object, point to the picture.</li> <li>6. Have the students check what they made against the picture.</li> <li>7. Have the class point to what they have made and say, "This is _____."</li> <li>8. Repeat steps 1-7 until the class has had enough practice making the letters and objects.</li> </ol>	







## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
10. <i>We Like Apple Juice</i>	8 mins	Unit 20 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>We Like Apple Juice</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>We Like Apple Juice</i> .
	5 mins	Unit 20 - Book tab 		<ol style="list-style-type: none"> <li>1. Divide the class into three groups.</li> <li>2. Show the book <i>We Like Apple Juice</i> again.</li> <li>3. Have each group read the page of one of the characters.</li> </ol> <p>Script:</p> <p>Page 1: Group 1 says, "I like frogs."                      Page 2: Group 2 says, "I like sandwiches."                      Page 3: Group 3 says, "I like frog sandwiches."                      Page 4: Groups 1 and 2 say, "Ew! Yuck! I don't like frog sandwiches."                      Page 5: Group 1 says, "I like fish."                      Page 6: Group 2 says, "I like ice cream."                      Page 7: Group 3 says, "I like fish ice cream."                      Page 8: Groups 1 and 2 say, "Ew! Yuck! I don't like fish ice cream."                      Page 9: Group 1 says, "I like apples."                      Page 10: Group 2 says, "I like juice."                      Page 11: Group 3 says, "I like apple juice."                      Page 12: Groups 1, 2, and 3 say, "Yum! Yum! We like apple juice!"</p> <ol style="list-style-type: none"> <li>4. Have the groups switch roles and repeat steps 2-3 as time allows.</li> </ol>	
11. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 20 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Rap Battle" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: T t</i>	5 mins	Unit 20 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: T t</i> from the Teacher Menu.</li> <li>2. Show the students capital T.</li> <li>3. Say, "This is capital T."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital T in the air with your finger and have the students do it with you.</li> <li>6. Show the students small t.</li> <li>7. Say, "This is small t."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small t in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital T and small t make the sound /t/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the letter sound pictures that start with t.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture (e.g., "/t/ /t/ turtle").</li> <li>14. Ask the students to repeat "/t/, /t/, turtle."</li> <li>15. Follow the pattern for each of the words that start with t (turtle, tiger, teacher).</li> </ol>	Review the letters capital T and small t.

5. "ABC Song"	5 mins	Unit 20 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter T.</li> <li>4. Have the class says "T" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	
6. Write and Say: T t	5 mins	Unit 20 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: T t from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/t/, turtle" and "/t/, tiger."</li> </ol>	


## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 20 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the students to say the word aloud.</li> <li>5. If they say the correct word, tap the correct button.</li> <li>6. If they say an incorrect word, tap the incorrect button and have them repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "bird," "monkey," "tiger," and "snake."
8. Match Maker	5 mins	Unit 20 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups and have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the students repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrases "I like ____" and "I don't like ____."
10. <i>Speak Up 2</i>	5 mins	Unit 20 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: T</i>	5 mins	Unit 20 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: T</i> from the Teacher Menu.</li> <li>2. When capital T appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "capital T."</li> <li>4. Have the class say the sound "/t/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital T, /t/").</li> <li>6. Choose a student to say "capital T, /t/."</li> <li>7. Have the class repeat "capital T, /t/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter T is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital T and small t.



<p>12. <i>Decorate the Letter: t</i></p>	<p>5 mins</p>	<p>Unit 20 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: t</i> from the Teacher Menu.</li> <li>2. When small t appears on the screen, ask the students the letter's name.</li> <li>3. Have the class say "small t."</li> <li>4. Have the class say the sound "/t/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small t, /t/").</li> <li>6. Choose a student to say "small t, /t/."</li> <li>7. Have the class repeat "small t, /t/."</li> <li>8. Have the student that first said the name and sound come up to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter t is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 20 - Letters tab</p> 	<p><b>Letter pictures</b> (T, t)</p> <p><b>Lyrics</b> Here's how we make a capital T, A capital T, a capital T. Here's how we make a capital T. Let's all do it together.</p> <p>Here's how we make a small letter t, A small letter t, a small letter t. Here's how we make a small letter t. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital T and small t pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 20 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. The class sings the song.</li> <li>3. Select students to come up and tap small t.</li> <li>4. The class says "t" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Show What You Learned: Animal Match</b>	18 mins		<p><i>Animal Match</i> project cutout for each student</p> <p>Cutout animals for each student</p> <p>Glue</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student the jungle scene.</li> <li>2. Have the students point to the bird silhouette and say, "It's a bird."</li> <li>3. Have the students find the bird.</li> <li>4. Have the students hold up their birds and say, "It's a bird."</li> <li>5. The students glue the bird to its silhouette.</li> <li>6. Repeat with "tiger," "monkey," and "snake."</li> <li>7. Have the students color their pages.</li> </ol>	Review the words "bird," "monkey," "tiger," and "snake."
<b>16. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 20 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Rap Battle" from the Teacher Menu.</li> <li>2. Students sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>I Like Cookies</i>	8 mins	Unit 20 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>I Like Cookies</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>I like Cookies</i> .

<p>5. Learn about Courage</p>	<p>7 mins</p>	<p>Unit 20 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value courage.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:                      Card 1: "What is happening in this picture?" ("The girl can't sleep.")                      Card 2: "What is the girl thinking?" ("The girl thinks there is a monster under her bed.") "How does she feel?" ("She feels scared.")                      Card 3: "What does she do?" ("She looks under her bed.")                      Card 4: "What does she see?" ("It's just her toy monkey.")</p> <ol style="list-style-type: none"> <li>6. Tell the students it takes courage to face something they are afraid of.</li> <li>7. Say, "When you have courage, you feel joy!"</li> </ol>	<p>Learn the value courage.</p>
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Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>6. Practice Vocabulary: Guess What I'm Doing</p>	<p>10 mins</p>			<ol style="list-style-type: none"> <li>1. Flap your arms and say "bird."</li> <li>2. Have the students copy the action and say "bird."</li> <li>3. Scratch your sides and say "monkey."</li> <li>4. Have the students copy the action and say "monkey."</li> <li>5. Swipe your hands like they are claws and say "tiger."</li> <li>6. Have the students copy the action and say "tiger."</li> <li>7. Put your hands together and wind them left and right. Say "snake."</li> <li>8. Have the students copy the action and say "snake."</li> <li>9. Do the action for bird and ask, "What's this?"</li> <li>10. Encourage the students to say, "It's a bird."</li> <li>11. Choose a student to come up, do an action, and ask, "What's this?"</li> <li>12. Have the class respond, "It's a ____."</li> <li>13. Repeat until all the students have had a turn.</li> </ol>	<p>Review the words "bird," "monkey," "tiger," and "snake."</p>



<p><b>7. Practice Saying Phrase: Who Likes It?</b></p>	<p>10 mins</p>		<p><b>Vocabulary pictures</b> (teacher’s choice for review)</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary with the students.</li> <li>2. Review the sentences, “I like ___” and “I don’t like ___.”</li> <li>3. Place the vocabulary pictures in a pile facedown so the students can’t see the picture.</li> <li>4. Select a student to come up and pick one of the vocabulary pictures.</li> <li>5. Have the student show the class the picture and say either, “I like ___” or “I don’t like ___.”</li> <li>6. Repeat steps 4-5 until all the students have had a chance.</li> <li>7. Shuffle the pictures and repeat the activity as time allows.</li> </ol>	<p>Review the phrases “I like ___” and “I don’t like ___.”</p>
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**Break - 5 mins**


**Lesson 2: Block A (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>8. Review an Action: Pick Up Race</b></p>	<p>7 mins</p>		<p><b>Vocabulary pictures</b> (teacher’s choice for review), two of each picture</p>	<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into two groups.</li> <li>1. Have the groups line up facing each other.</li> <li>2. Randomly place a set of vocabulary pictures in a line in front of each group so the pictures are visible.</li> <li>3. Choose one student from each group to start.</li> <li>4. Say, “Pick up the ___.”</li> <li>5. Have the class repeat the command.</li> <li>6. The students race to pick up their group’s picture.</li> <li>7. The first student to pick up the correct image earns a point for their team.</li> <li>8. Repeat steps 4-8 until every student has had a turn to race.</li> <li>9. The team with the most points wins.</li> <li>10. Mix up the teams and repeat the activity as time allows.</li> </ol>	<p>Review the action “pick up the ___.”</p>

<p><b>9. Practice More Words:</b> <i>Happy Sad Sort</i></p>	<p>8 mins</p>		<p><b>Vocabulary pictures</b> (cat, mom, dad, dog, teacher, boy, girl, rabbit, frog, bird, monkey, tiger, snake), enough for each student to have one</p> <p>Paper with a smiley face</p> <p>Paper with a frowny face</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Hold up the smiley face paper and say "happy."</li> <li>3. Have the class repeat "happy."</li> <li>4. Put the paper on one side of the room.</li> <li>5. Hold up the frowny face paper and say "sad."</li> <li>6. Have the class repeat "sad."</li> <li>7. Put the paper on the other side of the room.</li> <li>8. Give each student a picture.</li> <li>9. Using one of the vocabulary picture words, say, "___ is ___," (e.g., "Mom is sad.").</li> <li>10. Have the class repeat the sentence.</li> <li>11. The students holding that vocabulary picture go to the correct side of the room.</li> <li>12. Have the student holding that picture again repeat the phrase and make a sad or a happy face.</li> <li>13. Repeat steps 9-12 with the rest of the vocabulary pictures, having students join those already on the sides of the room.</li> <li>14. Mix up the pictures and repeat steps 8-13 as time allows.</li> </ol>	<p>Review the words "happy" and "sad."</p>
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**Lesson 2: Block B (25 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>10. Big Picture: T t</b></p>	<p>5 mins</p>	<p>Unit 20 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: T t</i> from the Teacher Menu.</li> <li>2. Show the students capital T.</li> <li>3. Say, "This is capital T."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital T in the air with your finger and have the students do it with you.</li> <li>6. Show the students small t.</li> <li>7. Say, "This is small t."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small t in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital T and small t make the sound /t/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the letter sound pictures that start with t.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture (e.g., "/t/, /t/, turtle").</li> <li>14. Ask the students to repeat "/t/, /t/, turtle."</li> <li>15. Follow the pattern for each of the words that start with t (turtle, tiger, teacher).</li> </ol>	<p>Review the letters capital T and small t.</p>

<p>11. <b>Dotty's Ditties</b></p>	<p>5 mins</p>	<p>Unit 20 - Letters tab</p> 	<p><b>Letter pictures</b> (T, t)</p> <p><b>Lyrics</b> Here's how we make a capital T, A capital T, a capital T. Here's how we make a capital T. Let's all do it together.</p> <p>Here's how we make a small letter t, A small letter t, a small letter t. Here's how we make a small letter t. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital T and small t pictures on the board at the front of the classroom.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>12. <b>Letter Animals Project</b></p>	<p>13 mins</p>		<p>Letters T and t pages for each student</p> <p>Sample of the completed project</p> <p>Precut big and small tiger faces for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with T and t and the cutout tiger faces.</li> <li>3. Help students glue the faces on the capital T and small t.</li> <li>4. Have students color their projects.</li> </ol>	
<p>13. <b>Goodbye</b></p>	<p>2 mins</p>			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	<p>Wrap up.</p>






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins		Crayons	<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Place a box of crayons at the front of the classroom.</li> <li>Have a student come to the front of the classroom.</li> <li>Say "Blue, please."</li> <li>Have the class repeat the phrase.</li> <li>Have the student give you the blue crayon.</li> <li>Say "Thank you."</li> <li>Have the class repeat "Thank you."</li> <li>Help the student with the crayon say, "You're welcome."</li> <li>Have the class repeat, "You're welcome."</li> <li>Repeat steps 1-7 with other colors until the class is comfortable saying, "Please," "Thank you," and "You're welcome."</li> </ol>	Review the phrases "please" and "thank you."





	10 mins		Crayons	<p><b>Review (We do)</b></p> <ol style="list-style-type: none"> <li>1. Have a student come to the front and ask for a color, saying “____, please,” (e.g., “Blue, please.”).</li> <li>2. Give the student the color they ask for.</li> <li>3. Have the student say “Thank you.”</li> <li>4. Say, “You’re welcome.”</li> <li>5. Repeat steps 1-4 with every student in the class. Each student returns to their seat with the crayon.</li> <li>6. Have the students hold out the crayon they received.</li> <li>7. Say “____, please.”</li> <li>8. Have the students with that color bring it to you.</li> <li>9. Say “Thank you.”</li> <li>10. Have the students who gave you their crayons say, “You’re welcome.”</li> <li>11. Repeat steps 7-10 until all the crayons have been returned to you.</li> <li>12. Repeat the activity as time allows.</li> </ol>	
	5 mins	Unit 21 - Song tab 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Show the song “Please and Thank You.”</li> <li>2. Help the students practice saying “please” and “thank you.”</li> <li>3. Practice saying the lyrics.</li> <li>4. Play the song again, encouraging students to sing along.</li> <li>5. Repeat the song until the students are comfortable with the lyrics.</li> </ol>	
<b>4. Flicker Show</b>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases “please” and “thank you.”</li> <li>3. Repeat the video as time allows.</li> </ol>	

## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 21 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap an object highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all of the objects have been selected.	Learn the words "fish," "milk," "rice," and "glass."
6. <i>Big Picture (Vocabulary)</i>	5 mins	Unit 21 - Vocabulary tab 		<b>Practice (We do)</b> 1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu. 2. Show the first vocabulary word. 3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it. 4. Have the class repeat the word three times. 5. Repeat these steps with each vocabulary word. 6. Repeat steps 2-5. This time have the class identify the pictures before tapping them. 7. Invite individual students to come and tap each picture to confirm the answer.	
7. <i>Word Flurry</i>	5 mins	Unit 21 - Vocabulary tab 		<b>Find the Words (You do)</b> 1. Play <i>Word Flurry</i> from the Teacher Menu. 2. When the audio says, "Tap ____," ask the class to repeat the word aloud. 3. Ask the class if they see the picture on the screen. 4. Choose two students to race to the screen and tap the picture. 5. Repeat steps 2-4 until the activity ends. 6. Repeat the activity until each student has had a turn.	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <i>Flicker Show</i>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrases “please” and “thank you.”</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrases “please” and “thank you.”
9. <i>Speak Up 1</i>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 21 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “Please and Thank You” from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. Practice Vocabulary: <i>Pass the Picture</i>	10 min		<b>Vocabulary pictures</b> (fish, milk, rice, glass)  Music the students like	<ol style="list-style-type: none"> <li>1. Review the vocabulary words. Show each picture to the students and have them practice saying the word.</li> <li>2. Have the class sit in a circle.</li> <li>3. Play music and have students pass a picture from student to student as fast as they can around the circle.</li> <li>4. Stop the music at any point. When the music stops, the student holding the picture stands up and says the word.</li> <li>5. Have the class repeat the word.</li> <li>6. Repeat steps 3-5 until every student has a chance to say the word.</li> <li>7. Repeat with the remaining words.</li> </ol>	Review the words "fish," "milk," "rice," and "glass."
13. <i>Search Party</i>	8 mins	Unit 21 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 21 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Please and Thank You" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins			<ol style="list-style-type: none"> <li>1. Say, "Stand up," and have the class repeat the phrase and stand.</li> <li>2. Say, "Sit," and have the class repeat the phrase and sit down.</li> <li>3. Say, "Stand up," and have the class repeat the phrase and stand.</li> <li>4. Say, "Run," and run in place.</li> <li>5. Say, "Run," and have the class run in place.</li> <li>6. Say, "Run fast," and run in place fast.</li> <li>7. Repeat, "Run fast," and have the class run in place fast.</li> <li>8. Repeat the steps until the class is comfortable saying the commands and doing the actions.</li> </ol>	Learn the action "run."

	10 mins			<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Place your hand on a student's head and say, "Sit."</li> <li>3. Continue saying, "Sit," as you walk around the circle and place your hand on each student's head.</li> <li>4. After a few students, place your hand on a random student's head and say, "Run fast."</li> <li>5. Have the student begin chasing you as you run around the circle trying to get back to that student's spot before they tag you.</li> <li>6. If you make it around the circle before the student tags you, the student is now "it" and repeats steps 2-5.</li> <li>7. If the student tags you, they sit back in their spot. You remain "it" and repeat steps 2-5.</li> <li>8. Continue the game until everyone has had a turn being "it" or as time allows.</li> </ol>	
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### Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. Learn More Words	3 mins			<p><b>Introduce the Words (I do)</b></p> <ol style="list-style-type: none"> <li>1. Say "eat" and make an eating motion.</li> <li>2. Students repeat the phrase and do the action.</li> <li>3. Say "drink" and make a drinking motion.</li> <li>4. Students repeat the phrase and do the action.</li> <li>5. Review "eat" and "drink" multiple times.</li> <li>6. Make an eating motion and prompt students to say the correct word "eat."</li> <li>7. Make a drinking motion and prompt students to say the correct word "drink."</li> <li>8. Repeat steps 6-7 until students are comfortable with the words.</li> </ol>	Learn the words "eat" and "drink."

	7 mins	Unit 21 – Resource tab 		<p><b>Practice the Phrases (We do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture</i> from the Teacher Menu.</li> <li>2. Show the picture of the apple.</li> <li>3. Say, “Eat the apple,” and do the eating action.</li> <li>4. Have the class say, “Eat the apple,” and do the action.</li> <li>5. Show the picture of the juice.</li> <li>6. Say, “Drink the juice,” and do the drinking action.</li> <li>7. Have the students say, “Drink the juice,” and do the action.</li> <li>8. Repeat with the remaining pictures, letting the students decide whether to “eat” or “drink” the item (apple, juice, cake, sandwich, water, pizza, fish, milk).</li> </ol>	
	10 mins		<p><b>Vocabulary Pictures</b> (apple, ice cream, cake, water, sandwich, pizza, juice, fish, milk, rice)</p> <p>Paper for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Give each student a sheet of paper and crayons.</li> <li>3. Draw a mouth at the top of a sheet of paper.</li> <li>4. Say “eat” and do the eating action.</li> <li>5. Have the class repeat the word and action then draw a mouth on their paper.</li> <li>6. Turn your paper over and draw a glass at the top.</li> <li>7. Say “drink” and do the drinking action.</li> <li>8. Have the class repeat the word and action then draw a glass on their paper.</li> <li>9. Have the students choose one thing they eat and draw it on the “eat” side of their paper.</li> <li>10. Have the students choose one thing they drink and draw it on the “drink” side of their paper.</li> <li>11. As time allows, have the students get in pairs and take turns saying, “I eat _____,” or “I drink _____,” showing their corresponding pictures.</li> </ol>	

Break - 5 mins

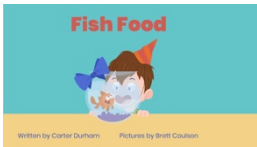
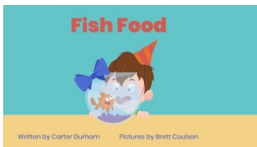
## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. <b>Letter Eggs:</b> U	5 mins	Unit 21 - Letters tab 		<b>Introduce the Capital letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: U</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "U, /u/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/u/" as they are tracing.</li> <li>7. The class says "/u/, /u/, up."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/u/" as they are tracing.</li> <li>10. The class says "/u/, /u/, umbrella."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	Learn the letters capital U and small u.
7. <b>Letter Eggs:</b> u	5 mins	Unit 21 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: u</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "U, /u/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/u/" as they are tracing.</li> <li>7. The class says "/u/, /u/, up."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/u/" as they are tracing.</li> <li>10. The class says "/u/, /u/, umbrella."</li> <li>11. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	

8. Practice Letters and Sounds: Alphabet Hunt	2 mins		<b>Letter pictures</b> (U, u, umbrella, up)	<b>Play a Letter Game (Set up)</b> <ol style="list-style-type: none"> <li>1. Show the picture of capital U and say “capital U.”</li> <li>2. Have the class repeat “capital U.” Put the picture on the board in front of the class.</li> <li>3. Repeat steps 1-2 with small u.</li> <li>4. Show the picture of the umbrella and say “/u/, /u/, umbrella.”</li> <li>5. Have the class repeat “/u/, /u/, umbrella.” Put the picture on the board.</li> <li>6. Repeat steps 4-5 with the up picture.</li> </ol>
	3 mins		<b>Letter pictures</b> (U, u)	<b>Review the Letters (I do)</b> <ol style="list-style-type: none"> <li>1. Point to the picture of capital U.</li> <li>2. Say, “It’s capital U.”</li> <li>3. Then ask the class, “What’s this?”</li> <li>4. Have the class repeat, “It’s capital U.”</li> <li>5. Point to the picture of small u.</li> <li>6. Say, “It’s small u.”</li> <li>7. Then ask the class, “What’s this?”</li> <li>8. Have the class repeat, “It’s small u.”</li> <li>9. Repeat several times until the students are comfortable identifying the capital and small letters.</li> </ol>
	5 mins		<b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j, K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r, S, s, T, t, U, u)	<b>Model the Game (We do)</b> <ol style="list-style-type: none"> <li>1. Put the previously learned letter cards on the board so the students can see them.</li> <li>2. Review the letter names with the class.</li> <li>3. Say one of the letter names, grab the picture, and hold it up.</li> <li>4. Choose two students to come to the front.</li> <li>5. Say a letter name and have the students race to grab the picture.</li> <li>6. Have the student who grabbed the letter first hold it up for the class to see.</li> <li>7. Ask, “What letter is this?”</li> <li>8. Have the class say, “It’s ____,” (e.g., “It’s capital B.”).</li> <li>9. If the student grabbed the correct letter, have both students sit back down.</li> <li>10. If the student grabbed the wrong letter, have both students try again.</li> <li>11. Repeat steps 4-10 with several sets of students until the class understands the game.</li> </ol>



	5 mins		<b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j, K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r, S, s, T, t, U, u)	<b>Play the Game (You do)</b> <ol style="list-style-type: none"> <li>1. Divide the class into 2-4 groups.</li> <li>2. Have each group form a line.</li> <li>3. Call out one of the letters.</li> <li>4. Have the first student in each line race to find the letter.</li> <li>5. The first student to find the letter and hold it up earns a point for their team.</li> <li>6. Have the class say, "It's ____," (e.g., "It's capital B.").</li> <li>7. Put the letter back on the board in a new spot.</li> <li>8. Repeat steps 3-7 until all of the students have a chance to race to find a letter.</li> <li>9. The team with the most points wins.</li> </ol>	
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## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Fish Food</i>	5 mins	Unit 21 - Book tab 	Paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a sheet of paper and crayons.</li> <li>2. Have the students draw a fish in a fishbowl.</li> <li>3. Have the students draw food for their fish.</li> <li>4. Have the students get with a partner and show their fish and food.</li> <li>5. Show the book <i>Fish Food</i> from the Teacher Menu.</li> </ol>	Share the book <i>Fish Food</i> .
	8 mins	Unit 21 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Fish Food</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have the students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
10. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 21 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Please and Thank You" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture: U u</i>	5 mins	Unit 21 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture U u</i> from the Teacher Menu.</li> <li>2. Show the students capital U.</li> <li>3. Say, "This is capital U."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital U in the air with your finger and have the students do it with you.</li> <li>6. Show the students small u.</li> <li>7. Say, "This is small u."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small u in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital U and small u make the sound /u/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the letter sound pictures that start with u.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/u/, /u/, up."</li> <li>14. Ask the students to repeat "/u/, /u/, up."</li> <li>15. Follow the pattern for each of the words that start with u (up, umbrella).</li> </ol>	Review the letters capital U and small u.

5. "ABC Song"	5 mins	Unit 21 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter U.</li> <li>4. Have the class say "U" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: U u	5 mins	Unit 21 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: U u from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/u/, up" and "/u/, umbrella."</li> </ol>	

## Lesson 1: Block B (20 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 21 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the students if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "fish," "milk," "rice," and "glass."
8. Match Maker	5 mins	Unit 21 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	






<b>9. <i>Speak Up 1</i></b>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrases “please” and “thank you.”
<b>10. <i>Speak Up 2</i></b>	5 mins	Unit 21 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>11. <i>Decorate the Letter: U</i></b>	5 mins	Unit 21 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: U</i> from the Teacher Menu.</li> <li>2. When capital U appears on the screen, ask, “What letter is this?”</li> <li>3. Have the class say “capital U.”</li> <li>4. Have the class say the sound “/u/.”</li> <li>5. Have the students raise their hand if they can say the letter name and sound (“capital U, /u/”).</li> <li>6. Choose a student to say “capital U, /u/.”</li> <li>7. Have the class repeat “capital U, /u/.”</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital U and small u.




<p>12. <i>Decorate the Letter: u</i></p>	<p>5 mins</p>	<p>Unit 21 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: u</i> from the Teacher Menu.</li> <li>2. When small u appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small u."</li> <li>4. Have the class say the sound "/u/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small u, /u/").</li> <li>6. Choose a student to says "small u, /u/."</li> <li>7. Have the class repeat "small u, /u/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 21 - Letters tab</p> 	<p><b>Letter pictures</b> (U, u)</p> <p><b>Lyrics</b> Here's how we make a capital U, A capital U, a capital U. Here's how we make a capital U. Let's all do it together.</p> <p>Here's how we make a small letter u, A small letter u, a small letter u. Here's how we make a small letter u. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital U and small u pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. "abc Song"</p>	<p>5 mins</p>	<p>Unit 21 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small u.</li> <li>4. Have the class say "u" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>15. Practice More Words: <i>Eat and Drink</i></b>	6 mins			<ol style="list-style-type: none"> <li>1. Play <i>Big Picture</i> from the Teacher Menu.</li> <li>2. Show the picture of the apple.</li> <li>3. Say, "Eat the apple," and do the eating action.</li> <li>4. Have the class say, "Eat the apple," and do the action.</li> <li>5. Show the picture of the juice.</li> <li>6. Say, "Drink the juice," and do the drinking action.</li> <li>7. Have the students say, "Drink the juice," and do the action.</li> <li>8. Repeat with the remaining pictures, letting the students decide whether to "eat" or "drink" the item (apple, juice, cake, sandwich, water, pizza, fish, milk).</li> </ol>	Review the words "eat" and "drink."
<b>16. Show What You Learned: <i>Eat and Drink Sort</i></b>	12 mins		<p><i>Eat and Drink Sort</i> project with precut pictures for each student</p> <p>Glue sticks</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Pass out the project and the precut food and drink pictures.</li> <li>2. Students glue the food and drink images under the corresponding labels.</li> <li>3. Students color the page.</li> <li>4. Have each student stand, show their picture, and share something they eat and something they drink using the phrases, "I eat ____," and "I drink ____."</li> </ol>	
<b>17. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 21 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "Please and Thank You" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Pre-Reading Activity: <i>What is Joe Making?</i>	8 mins	Unit 21 - Resources tab 	Paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Show the book <i>What is Joe Making?</i> from the Teacher Menu.</li> <li>2. Stop on the page with the text "I'm done."</li> <li>3. Give each student a sheet of paper and crayons.</li> <li>4. Have the students draw a picture of what they think Joe is making.</li> <li>5. When most of the class is done coloring, invite a student to come show the picture they drew.</li> <li>6. Repeat step 5 with several students.</li> <li>7. Finish the book and see if the students were correct.</li> </ol>	Share the book <i>What is Joe Making?</i>
5. <i>What is Joe Making?</i>	7 mins	Unit 21 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>What is Joe Making?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	

<p>6. Learn about Gratitude</p>	<p>5 mins</p>	<p>Unit 21 - Value tab</p> 	<p><b>Lyrics</b>                  I feel joy when I share.                  I feel joy when I care.                  I feel joy when I'm kind,                  When I use my heart and mind.                  When I try the best I can,                  I feel good about who I am.</p>	<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value gratitude.</li> <li>2. Play the <i>Value Video</i> from the Teacher Menu.</li> <li>3. Ask what was wrong with the first boy's bike. Ask what the second boy did to help the first boy.</li> <li>4. Say, "If someone helps you and you say 'thank you' or do something nice for them, you are grateful. When you are grateful, you feel joy!"</li> </ol>	<p>Learn the value gratitude.</p>
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**Lesson 1: Block B (15 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>7. Review                      Actions: <i>Sit, Sit, Run</i></p>	<p>8 mins</p>			<ol style="list-style-type: none"> <li>1. Have the class sit in a circle.</li> <li>2. Place your hand on a student's head and say, "Sit."</li> <li>3. Continue saying, "Sit," as you walk around the circle and place your hand on each student's head.</li> <li>4. After a few students, place your hand on a random student's head and say, "Run fast."</li> <li>5. Have the student begin chasing you as you run around the circle trying to get back to that student's spot before they tag you.</li> <li>6. If you make it around the circle before the student tags you, the student is now "it" and repeats steps 2-5.</li> <li>7. If the student tags you, they sit back in their spot. You remain "it" and repeat steps 2-5.</li> <li>8. Continue the game until everyone has had a turn being "it" or as time allows.</li> </ol>	<p>Review the action "run."</p>

<b>8. Review More Words: Draw Eat and Drink</b>	8 mins		<p><b>Vocabulary Pictures</b> (apple, ice cream, cake, water, sandwich, pizza, juice, fish, milk, rice)</p> <p>Paper for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures with the class.</li> <li>2. Give each student a sheet of paper and crayons.</li> <li>3. Draw a mouth at the top of a sheet of paper.</li> <li>4. Say “eat” and do the eating action.</li> <li>5. Have the class repeat the word and action then draw a mouth on their paper.</li> <li>6. Turn your paper over and draw a glass at the top.</li> <li>7. Say “drink” and do the drinking action.</li> <li>8. Have the class repeat the word and action then draw a glass on their paper.</li> <li>9. Have the students choose one thing they eat and draw it on the “eat” side of their paper.</li> <li>10. Have the students choose one thing they drink and draw it on the “drink” side of their paper.</li> <li>11. As time allows, have the students get in pairs and take turns saying, “I eat _____,” or “I drink _____,” showing their corresponding pictures.</li> </ol>	Review the words “eat” and “drink.”
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Break - 5 mins


## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>9. Practice Vocabulary: Find a Picture</b>	7 mins		<p><b>Vocabulary pictures</b> (fish, milk, rice, glass), enough for each student to find a picture</p>	<ol style="list-style-type: none"> <li>1. Hide the pictures around the classroom.</li> <li>2. Tell students to find one picture.</li> <li>3. Once they have found a picture, the students return to their seats with the picture.</li> <li>4. When all the pictures are found, have a student show their picture to the class and say the word.</li> <li>5. Have the class repeat the word.</li> <li>6. Repeat steps 4-5 until every student has had a turn to show their picture.</li> </ol>	Review the words “fish,” “milk,” “rice,” and “glass.”

<p><b>10. Practice Saying the Phrase:</b> <i>Please Follow Instructions</i></p>	<p>8 mins</p>			<ol style="list-style-type: none"> <li>1. Have the students stand up.</li> <li>2. Review the actions with the students (“jump,” “run,” “clap,” “sing,” etc.).</li> <li>3. Review “Please” and “Thank you.”</li> <li>4. Teach the students to say, “You’re welcome,” after you say, “Thank you.”</li> <li>5. Tell the students to listen for you to say “please” when asking them to do something.</li> <li>6. Students do the action if you say “please” (e.g., “Jump, please.”).</li> <li>7. If you don’t say “please,” the students do not do the action.</li> <li>8. If students do the action when you didn’t say “please,” they sit down.</li> <li>9. After the students do the action say, “Thank you.”</li> <li>10. Have the students say, “You’re welcome.”</li> <li>11. Continue until one student is still standing. They are the winner.</li> </ol>	<p>Review the phrases “Please,” “Thank you,” and “You’re welcome.”</p>
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### Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p><b>11. Big Picture: U u</b></p>	<p>5 mins</p>	<p>Unit 21 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: U u</i> from the Teacher Menu.</li> <li>2. Show the students capital U.</li> <li>3. Say, “This is capital U.”</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital U in the air with your finger and have the students do it with you.</li> <li>6. Show the students small u.</li> <li>7. Say, “This is small u.”</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small u in the air with your finger and have the students do it with you.</li> <li>10. Say, “Capital U and small u make the sound /u/.”</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the letter sound pictures that start with u.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture (e.g., “/u/, /u/, up”).</li> <li>14. Ask the students to repeat “/u/, /u/, up.”</li> <li>15. Follow the pattern for each of the words that start with u (up, umbrella).</li> </ol>	<p>Review the letters capital U and small u.</p>




12. <i>Dotty's Ditties</i>	5 mins	Unit 21 - Letters tab 	<p><b>Letter pictures</b> (U, u)</p> <p><b>Lyrics</b> Here's how we make a capital U, A capital U, a capital U. Here's how we make a capital U. Let's all do it together.</p> <p>Here's how we make a small letter u, A small letter u, a small letter u. Here's how we make a small letter u. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital U and small u pictures so the class can see the letters.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
13. <i>Letter Object Project</i>	13 mins		<p>Letters U and u pages for each student</p> <p>A sample of the finished project</p> <p>Precut big and small umbrellas for each student</p> <p>Glue</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital U and small u and the cutout umbrellas.</li> <li>3. Help students glue the project together.</li> <li>4. Have the students color their projects.</li> </ol>	
14. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.








## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Say, "Run," and run in place.</li> <li>Have the class repeat, "Run," and do the action.</li> <li>Say, "I can run," and run in place.</li> <li>Have the class repeat the phrase and do the action.</li> <li>Repeat steps 1-4 with each of the actions ("run," "jump," "eat," "clap").</li> <li>Repeat the activity as time allows.</li> </ol>	Learn the phrase "I can ____."
	7 mins			<b>Review (We do)</b> <ol style="list-style-type: none"> <li>Have four students come to the front of the classroom and stand facing the class.</li> <li>Have student 1 say the phrase, "I can run," and do the action.</li> <li>Have student 2 say the phrase, "I can jump," and do the action.</li> <li>Have student 3 say the phrase, "I can eat," and do the action.</li> <li>Have student 4 say the phrase, "I can clap," and do the action.</li> <li>Randomly hold your hands over the head of one of the four students. The student and class say the phrase and do the student's action.</li> <li>Repeat step 6 several times.</li> <li>Repeat steps 1-7 with four new students.</li> <li>Repeat until every student has a chance to come to the front.</li> </ol>	

	5 mins	Unit 20 - Listening tab 		<ol style="list-style-type: none"> <li>1. Play <i>Hear! Hear!</i> from the Teacher Menu.</li> <li>2. The students point to the picture of the phrase.</li> <li>3. Choose a student to tap the picture.</li> <li>4. The students repeat the phrase.</li> <li>5. Repeat until each student has a turn to tap a picture or all the phrases are played.</li> </ol>	
	5 mins	Unit 22 - Song tab 		<p><b>Sing (You do)</b></p> <ol style="list-style-type: none"> <li>1. Play the song “I Can” from the Teacher Menu.</li> <li>2. Play the song again, encouraging the class to do the actions and sing along.</li> <li>3. Repeat the song until the class is comfortable with the lyrics.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the students repeat the target phrase “I can ____.”</li> <li>3. Repeat the video as time allows.</li> </ol>	


### Lesson 1: Block B (15 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 22 - Vocabulary tab 		<p><b>Teach the Vocabulary (I do)</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	Learn the words “run,” “jump,” “swing,” and “eat.”

6. <b>Big Picture (Vocabulary)</b>	5 mins	Unit 22 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
7. <b>Word Flurry</b>	5 mins	Unit 22 - Vocabulary tab 		<b>Find the Words: (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> <li>6. Repeat the activity until each student has had a turn.</li> </ol>	

Break - 5 mins


## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Flicker Show</b>	5 mins	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "I can ____."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrase "I can ____."

<b>9. <i>Speak Up 1</i></b>	5 mins	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<b>10. <i>Speak Up 2</i></b>	5 mins	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
<b>11. Sing a Song</b>	5 mins	Unit 22 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "I Can" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times, having the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>12. Practice Vocabulary:</b> <b><i>Beanbag Toss</i></b>	10 min		<b>Vocabulary pictures</b> (run, jump, swing, eat)  Small beanbag	<ol style="list-style-type: none"> <li>1. Arrange the vocabulary pictures face down on the floor. Make sure the pictures are quite far apart.</li> <li>2. Invite a student to toss the beanbag onto a vocabulary picture. Make it very easy for them.</li> <li>3. If the student is successful, they turn the picture over and say the word. If they can't remember the word, allow other students to help.</li> <li>4. If the student's toss does not land on a picture, allow the student another turn. If still unsuccessful, let the student choose a picture.</li> <li>4. Remove the picture after each student's turn. Once all pictures are removed, shuffle the pictures and play again until all students have a chance to toss.</li> </ol>	Review the words "run," "jump," "swing," and "eat."

13. <i>Search Party</i>	8 mins	Unit 22 - Vocabulary tab 	<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <i>Goodbye</i>	2 mins		<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.



## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 22 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "I Can" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	5 mins			<b>Teach the Action (I do)</b> <ol style="list-style-type: none"> <li>1. Say, "Jump," and jump.</li> <li>2. Say the command again and repeat the action.</li> <li>3. Have the class repeat the command and do the action with you.</li> <li>4. Have the class stand in a circle.</li> <li>5. Say, "Walk."</li> <li>6. Have the class repeat, "Walk," and start walking in a circle.</li> <li>7. Continue to say, "Walk," and have the class repeat after you.</li> <li>8. Occasionally say, "Jump," and have the class repeat, "Jump," and jump in the air.</li> <li>9. Repeat steps 5-8 as time allows.</li> </ol>	Learn the action "jump."

	10 mins		The letters of the alphabet, each on a sheet of paper, taped on the floor close together	<p><b>Practice (We do)</b></p> <ol style="list-style-type: none"> <li>Stand in front of the paper with letter A written on it. Say "A."</li> <li>Say, "Jump!" and have the class repeat, "Jump!"</li> <li>Jump to letter A.</li> <li>Say "B."</li> <li>Have the class say, "Jump."</li> <li>Continue to model saying letters and having the class say, "Jump," as you jump through the first few letters of the alphabet.</li> <li>Choose a student to stand in front of the letter A.</li> <li>Have the student say the name of the letter.</li> <li>If they correctly say the letter name, the class says, "Jump!"</li> <li>Have the student jump onto the paper with the letter A.</li> <li>Repeat steps 8-10 with each letter until the student is incorrect.</li> <li>Repeat steps 7-11 until every student has a turn to jump the alphabet.</li> <li>Repeat the activity as time allows.</li> </ol>	
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### Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>5. Learn More Words</b>	5 mins		Food and drink items or pictures of food and drink items	<p><b>Introduce the Words (I do)</b></p> <ol style="list-style-type: none"> <li>Say "eat" while doing an action for eating. Have the class repeat the word and the action.</li> <li>Say "drink" while doing an action for drinking. Have the class repeat the word and the action.</li> <li>Hold up a food item and ask "eat or drink?"</li> <li>Have the class respond with the correct word and action.</li> <li>Repeat steps 3-4 with each food and drink item.</li> <li>Hold up one of the items and have the class say "eat" or "drink" without prompting.</li> <li>Repeat the activity with increasing speed until students are proficient using the terms.</li> </ol>	Learn the words "eat" and "drink."

	5 mins		Food and drink items or pictures of food and drink items	<p><b>Practice the Words (We do)</b></p> <ol style="list-style-type: none"> <li>1. Choose a student to come to the front and face the class.</li> <li>2. Without the student seeing, hold one of the items over the student's head.</li> <li>3. Have the class do the action for eat or drink depending on the item you are holding up.</li> <li>4. Have the student say "eat" or "drink" depending on the action the class is doing.</li> <li>5. Show the student the item so they can see if they are correct.</li> <li>6. Repeat steps 1-5 until every student has a turn.</li> <li>7. Repeat the activity as time allows.</li> </ol>	
	10 mins		Paper for each student  Crayons	<p><b>Practice the Words (You do)</b></p> <ol style="list-style-type: none"> <li>1. Give each student a sheet of paper and crayons.</li> <li>2. Have the students draw two things they like to eat on one side of the paper and two things they like to drink on the other side of the paper.</li> <li>3. Have a student come to the front of the room and show their pictures using the phrases, "I eat ____," and "I drink ____."</li> <li>4. Have the class repeat after the student.</li> <li>5. Repeat steps 3-4 until every student has a turn.</li> </ol>	

Break - 5 mins





## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. <i>Letter Eggs: V</i>	5 mins	Unit 22 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: V</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "V, /v/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/v/" as they are tracing.</li> <li>7. The class says "/v/, vest."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/v/" as they are tracing.</li> <li>10. The class says "/v/, violin."</li> <li>11. Students come up and tap the violin while the class repeats the sound until every student has had a turn.</li> <li>12. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	Learn the letters capital V and small v.
7. <i>Letter Eggs: v</i>	5 mins	Unit 22 - Letters tab 		<b>Introduce the Small Letter</b> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: v</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "v, /v/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/v/" as they are tracing.</li> <li>7. The class says "/v/, vest."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/v/" as they are tracing.</li> <li>10. The class says "/v/, violin."</li> <li>11. Students come up and tap the violin while the class repeats the sound until every student has had a turn.</li> <li>12. Have several students come up and tap the object while the class repeats the sound.</li> </ol>	



<b>8. Practice Letters and Sounds: Ball Toss</b>	2 mins		<b>Letter pictures</b> (V, v, violin, vests)	<b>Play a Letter Game (Set up)</b> <ol style="list-style-type: none"> <li>1. Show the picture of capital V and say "capital V."</li> <li>2. Have the class repeat "capital V."</li> <li>3. Put the picture on the board in front of the class.</li> <li>4. Repeat steps 1-3 with small V.</li> <li>5. Show the picture of the violin and say "/v/, /v/, violin."</li> <li>6. Have the class repeat "/v/, /v/, violin."</li> <li>7. Put the picture on the board.</li> <li>8. Repeat steps 4-5 with the vest picture.</li> </ol>
	3 mins		Large beach ball or other soft ball  <b>Letter pictures</b> (V, v, violin, vests) drawn or taped on the ball	<b>Model the Game (I do)</b> <ol style="list-style-type: none"> <li>1. Show the class the ball.</li> <li>2. Point to the capital V on the ball.</li> <li>3. Say "capital V."</li> <li>4. Have the class repeat "capital V."</li> <li>5. Repeat steps 2-4 with small v.</li> <li>6. Point to the picture of the violin.</li> <li>7. Say "/v/, /v/, violin."</li> <li>8. Have the class repeat "/v/, /v/, violin."</li> <li>9. Repeat steps 6-8 with the vest picture.</li> </ol>
	5 mins		Large beach ball or other soft ball  <b>Letter pictures</b> (V, v, violin, vests) drawn or taped on the ball	<b>Model the Game (We do)</b> <ol style="list-style-type: none"> <li>1. Choose a student to come to the front.</li> <li>2. Toss the ball to the student.</li> <li>3. When the student catches the ball, have them find the letter or picture closest to their right hand.</li> <li>4. Have the student say the letter name or word for the picture.</li> <li>5. Have the class repeat what the student said.</li> <li>6. Repeat steps 2-5 several more times with different students.</li> </ol>
	5 mins		Large beach ball or other soft ball  <b>Letter pictures</b> (V, v, violin, vests) drawn or taped on the ball	<b>Play the Game (You do)</b> <ol style="list-style-type: none"> <li>1. Have the class stand in a circle</li> <li>2. Have the students toss the ball to each other around the circle.</li> <li>3. The student who catches the ball finds the letter or picture closest to their right thumb.</li> <li>4. Have the student say this letter or picture.</li> <li>5. Have the class repeat what the student said.</li> <li>6. Repeat steps 2-5 until all students have had a chance to catch the ball and say a letter or picture.</li> </ol>



## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Who Am I?</i>	5 mins	Unit 22 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Who Am I?</i> from the Teacher Menu.</li> <li>2. As you show each page, have the students find the object or do the action the book says (e.g., “Find someone wearing black shoes,” or “Run.”).</li> <li>3. On the page where the text says, “Who am I?” have the class guess who it is.</li> <li>4. Show the next page and see if they are correct.</li> </ol>	Share the book <i>Who Am I?</i>
	8 mins	Unit 22 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Who Am I?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	
10. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 22 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "I Can" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <b>Big Picture:</b> V v	5 mins	Unit 22 - Letters tab 		<ol style="list-style-type: none"> <li>4. Play <i>Big Picture: V v</i> from the Teacher Menu.</li> <li>5. Show the students capital V.</li> <li>6. Say, "This is capital V."</li> <li>7. Students repeat the letter name.</li> <li>8. Draw capital V in the air with your finger and have the students do it with you.</li> <li>9. Show the students small v.</li> <li>10. Say, "This is small v."</li> <li>11. Students repeat the letter name.</li> <li>12. Draw small v in the air with your finger and have the students do it with you.</li> <li>13. Say, "Capital V and small v make the sound /v/."</li> <li>14. Students repeat the letter sound.</li> <li>15. Show the pictures that start with v.</li> <li>16. As you introduce the pictures, say the sound and the name of the picture, such as "/v/, /v/, vest."</li> <li>17. Ask the students to repeat "/v/, /v/, vest."</li> <li>18. Follow the pattern for each of the words that start with v (vest, violin, van).</li> </ol>	Review the letters capital V and small v.

5. "ABC Song"	5 mins	Unit 22 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap the letter V.</li> <li>4. Have the class say "V" every time the letter is tapped.</li> <li>5. Play the song again and have the class sing and dance to the music.</li> </ol>	
6. Write and Say: V v	5 mins	Unit 22 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Write and Say: V v from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. Have the class say "/v/, vest" and "/v/, violin."</li> </ol>	

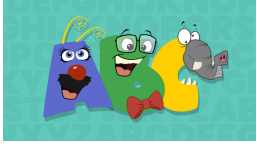
## Lesson 1: Block B (20 mins)




Activity	Time	Teacher Menu	Preparation	Content	Objectives
7. Bright Spot	5 mins	Unit 22 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Bright Spot from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the class if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "run," "jump," "swing," and "eat."
8. Match Maker	5 mins	Unit 22 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play Match Maker from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary words.</li> </ol>	

9. <i>Speak Up 1</i>	5 mins	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	
10. <i>Speak Up 2</i>	5 mins	Unit 22 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "I can ____."

Break - 5 mins

## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Decorate the Letter: V</i>	5 mins	Unit 22 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: V</i> from the Teacher Menu.</li> <li>2. When capital V appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "capital V."</li> <li>4. Have the class say the sound "/v/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital V, /v/").</li> <li>6. Choose a student to say "capital V, /v/."</li> <li>7. Have the class repeat "capital V, /v/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	Review the letters capital V and small v.

<p>12. <i>Decorate the Letter: v</i></p>	<p>5 mins</p>	<p>Unit 22 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: v</i> from the Teacher Menu.</li> <li>2. When small v appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small v."</li> <li>4. Have the class say the sound "/v/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small v, /v/").</li> <li>6. Choose a student to say "small v, /v/."</li> <li>7. Have the class repeat "small v, /v/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> <li>10. Repeat the activity if you want to give more students a chance to decorate the letter.</li> </ol>	
<p>13. <i>Dotty's Ditties</i></p>	<p>5 mins</p>	<p>Unit 22 - Letters tab</p> 	<p><b>Letter pictures</b> (V, v)</p> <p><b>Lyrics</b> Here's how we make a capital V, A capital V, a capital V. Here's how we make a capital V. Let's all do it together.</p> <p>Here's how we make a small letter v, A small letter v, a small letter v. Here's how we make a small letter v. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>2. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>3. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	
<p>14. <i>"abc Song"</i></p>	<p>5 mins</p>	<p>Unit 22 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small v.</li> <li>4. Have the class say "v" every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


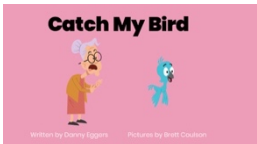
## Lesson 2: Block B (20 mins)

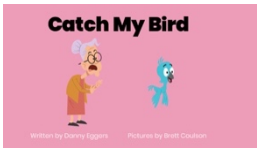

Activity	Time	Teacher Menu	Preparation	Content	Objectives
15. Review a Phrase: <i>I Can</i>	5 mins			<ol style="list-style-type: none"> <li>1. Review the actions the students are familiar with ("run," "jump," "swing," "eat," "stand up," "sit down," etc.).</li> <li>2. Have the students do each action and say the sentence, "I can ____."</li> <li>3. Choose a student to come to the front.</li> <li>4. Have the student do one of the actions and say, "I can ____."</li> <li>5. Have the class copy the student.</li> <li>6. The student selects the next student to come to the front.</li> <li>7. Repeat steps 3-6 until the students are comfortable with the words.</li> </ol>	<p>Review the phrase "I can ____."</p> <p>Review the actions "run," "jump," "swing," and "eat."</p>
16. Show What You Learned: <i>I Can Comic</i>	13 mins		<p><i>I Can Comic</i> project for each student</p> <p>Pencils</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Explain the project to the students.</li> <li>2. Review the actions "run," "jump," "swing," and "eat."</li> <li>3. Have the students color in the comic and draw their faces and hair.</li> <li>4. Have each student select one of their pictures, come to the front of the class, and say, "I can ____."</li> </ol>	<p>Review the actions "run," "jump," "swing," and "eat."</p>
17. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 22 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "I Can" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Catch My Bird</i>	7 mins	Unit 22 - Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Catch My Bird</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	

	5 mins	<p>Unit 22 - Resources tab</p> 	<p>Pictures of a tiger, frog, monkey, and spider</p>	<ol style="list-style-type: none"> <li>1. Review the pictures with the class.</li> <li>2. Put the pictures on the board in random order.</li> <li>3. Show the book <i>Catch My Bird</i> from the Teacher Menu.</li> <li>4. When the students see one of the animals, have them jump up and say, "It's a ____."</li> <li>5. Have a student come to the front and help you put the pictures of the animals in order.</li> <li>6. Repeat steps 4-5 until all the animals are in the order they appear in the book.</li> <li>7. Point to the tiger and say, "The tiger can..."</li> <li>8. Have the class say, "The tiger can run fast."</li> <li>9. Repeat steps 7-8 with all the animals. If the students can't remember what the animal can do, show them in the book.</li> </ol>	
5. <i>Wild Cards</i>	8 mins	<p>Unit 22 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value grit.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:            Card 1: "What is happening in this picture?" ("The girl is drawing a flower.")            Card 2: "What is happening in this picture?" ("The girl is destroying her picture.") "How does she feel?" ("The girl is upset or frustrated.")            Card 3: "What does she do"? ("The girl gets a real flower and keeps drawing.")            Card 4: "What do we see in this picture?" ("The girl won a prize.")</p> <ol style="list-style-type: none"> <li>6. Say, "When you have grit, you keep trying. When you keep trying, you feel joy!"</li> </ol>	<p>Learn the value grit.</p>

## Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. Learn Classroom Language: <i>I Don't Understand</i>	7 mins		Puppet	<ol style="list-style-type: none"> <li>1. Pretend to be the puppet and say "squeak, squeak, squeak" or some other sound that doesn't mean anything.</li> <li>2. Shrug your shoulders and say in your own voice, "I don't understand."</li> <li>3. Repeat steps 1-2 a couple of times.</li> <li>4. This time, in the puppet's voice, say, "Hello, my name is ____."</li> <li>5. In your voice speak to the puppet and say, "Ah, I understand. Hi, ____."</li> <li>6. Repeat steps 1-5, having the class repeat the phrases, "I don't understand," and "I understand."</li> </ol>	Learn the phrase "I don't understand."
7. Learn Classroom Language: <i>My Turn, Your Turn</i>	8 mins		Puppet	<ol style="list-style-type: none"> <li>1. Say, "It's my turn," and hold up the puppet.</li> <li>2. The class repeats, "It's my turn."</li> <li>3. Make the puppet make a funny sound.</li> <li>4. Address one of the students and say, "It's your turn."</li> <li>5. The class repeats, "It's your turn."</li> <li>6. Hand the puppet to the student.</li> <li>7. Have the student say, "It's my turn."</li> <li>8. Help the student put their hand inside the puppet and prompt the student to make the puppet make a funny sound.</li> <li>9. After the student has had a turn, have the student pass the puppet to another student and say, "It's your turn."</li> <li>10. The class repeats, "It's your turn."</li> <li>11. Have the receiving student say, "It's my turn." The student puts the puppet on and makes it make a funny sound.</li> <li>12. Continue the activity until every student has had a chance to wear the puppet and the students understand the phrases.</li> <li>13. If time allows, consider passing around another object to practice the two new phrases with the actions.</li> </ol>	Learn the phrases "It's your turn" and "It's my turn."

Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. Practice Vocabulary: <i>Do What I Say</i>	7 mins		Vocabulary pictures (run, jump, swing, eat)	<ol style="list-style-type: none"> <li>1. Review the vocabulary pictures and the actions.</li> <li>2. Have the students do and say each action.</li> <li>3. Choose a student to come to the front.</li> <li>4. The student says one of the actions.</li> <li>5. The class does the action.</li> <li>6. The student selects the next student to come to the front.</li> <li>7. Repeat until the students are comfortable with the words.</li> </ol>	Review the words "run," "jump," "swing," and "eat."
9. Practice Saying the phrase: <i>I Can Follow</i>	8 mins			<ol style="list-style-type: none"> <li>1. Review the actions the students are familiar with.</li> <li>2. Have the students do each action and say the sentence, "I can ____."</li> <li>3. Choose a student to come to the front.</li> <li>4. The student does one of the actions and says, "I can ____."</li> <li>5. The class copies the student.</li> <li>6. The student selects the next student to come to the front.</li> <li>8. Repeat until the students are comfortable with the words.</li> </ol>	Review the phrase "I can ____."

## Lesson 2: Block B (25 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>10. <b>Big Picture: V</b> v</p>	<p>5 mins</p>	<p>Unit 22 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture V v</i> from the Teacher Menu.</li> <li>2. Show the students capital V.</li> <li>3. Say, "This is capital V."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital V in the air with your finger and have the students do it with you.</li> <li>6. Show the students small v.</li> <li>7. Say, "This is small v."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small v in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital V and small v make the sound /v/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with v.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/v/, /v/, vest."</li> <li>14. Ask the students to repeat "/v/, /v/, vest."</li> <li>9. Follow the pattern for each of the words that start with v (vest, violin, van).</li> </ol>	<p>Review the letters capital V and small v.</p>
<p>11. <b>Dotty's Ditties</b></p>	<p>5 mins</p>	<p>Unit 22 - Letters tab</p> 	<p><b>Letter pictures</b> (V, v)</p> <p><b>Lyrics</b> Here's how we make a capital V, A capital V, a capital V. Here's how we make a capital V. Let's all do it together.</p> <p>Here's how we make a small letter v, A small letter v, a small letter v. Here's how we make a small letter v. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital V and small v pictures so the class can see them.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> <li>4. Sing the song several times, having the students draw in different places, such as on the floor, on their leg, on their arm, on a partner's back, etc.</li> </ol>	

12. <b>Letter Objects Project</b>	13 mins		<p>Letters V and v pages for each student</p> <p>A sample of the finished project</p> <p>Precut big and small violins for each student</p> <p>Glue and crayons</p>	<ol style="list-style-type: none"> <li>1. Show the class what the finished project looks like.</li> <li>2. Give each student the pages with capital V and small v and the cutout violins.</li> <li>3. Help students glue the project.</li> <li>4. Have the students color their projects.</li> </ol>	
13. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.




## Lesson 1: Block A (30 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Point to your mouth and say "mouth."</li> <li>Students repeat the action and the word.</li> <li>Point to your nose and say "nose."</li> <li>Students repeat the action and the word.</li> <li>Touch your ears and say "ears."</li> <li>Students repeat the action and word.</li> <li>Touch your eyes and say "eyes."</li> <li>Say one of the words ("eyes," "ears," "mouth," "nose") and have the students touch that part of their face.</li> <li>Continue the pattern, speeding up if possible, until the students become comfortable finding the parts of their faces.</li> </ol>	Learn the words "eyes," "ears," "mouth," and "nose."
	5 mins			<b>Teach the Lyrics (We do)</b> <ol style="list-style-type: none"> <li>Point to your mouth. Ask, "What's this?"</li> <li>Have the students answer "mouth."</li> <li>Repeat steps 1-2 with "nose," "ears," and "eyes."</li> <li>Ask the class, "Can you touch your nose?"</li> <li>Touch your nose.</li> <li>Have the students say, "Yes, I can," and touch their noses.</li> <li>Repeat steps 4-6 with "mouth," "ears," and "eyes."</li> <li>Choose a student to come to the front of the classroom.</li> <li>Have the student ask the class, "Can you touch your ___?" (e.g., "Can you touch your nose?").</li> <li>Have the class say, "Yes, I can," and touch the appropriate body part.</li> <li>Repeat steps 8-10 until every student has a chance to ask the question, or as time allows.</li> </ol>	Learn the phrases "Can you ___?" "Yes, I can," and "No, I can't."

	3 mins			<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Move your mouth in a funny way.</li> <li>2. Ask the class, "Can you move your mouth?"</li> <li>3. Have students do the action and say, "Yes, I can."</li> <li>4. Wiggle your nose. Ask, "Can you move your nose?"</li> <li>5. Have students do the action and say, "Yes, I can."</li> <li>6. Move your mouth, eyes, ears, and nose in funny ways.</li> <li>7. Ask the class, "Can you move your ____?"</li> <li>8. Have the class say, "Yes, I can," and do the action.</li> <li>9. Repeat steps 6-8 as time allows.</li> </ol>	
	7 mins	Unit 23 - Song tab 		<b>Sing (You do)</b> <ol style="list-style-type: none"> <li>1. Play the song "My Body" from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	
4. <i>Flicker Show</i>	5 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Can you ____?" "Yes, I can," and "No, I can't."</li> <li>3. Repeat the video as time allows.</li> </ol>	

### Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. <i>Photoplay</i>	5 mins	Unit 23 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Photoplay</i> from the Teacher Menu.</li> <li>2. Have a student come to the front and tap an object highlighted in the photo.</li> <li>3. Have the class say the word together.</li> <li>4. Continue the same pattern until all of the objects have been selected.</li> </ol>	Learn the words "eyes," "ears," "mouth," and "nose."





6. <b>Big Picture (Vocabulary)</b>	5 mins	Unit 23 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
7. <b>Word Flurry</b>	5 mins	Unit 23 - Vocabulary tab 		<b>Find the Words (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," (e.g., Tap cat.), ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> </ol>	

Break - 5 mins

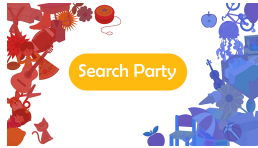
## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
8. <b>Flicker Show</b>	5 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrases "Can you ____?" "Yes, I can," and "No, I can't."</li> <li>3. Repeat the video as time allows.</li> </ol>	Review the phrases "Can you ____?" "Yes, I can," and "No, I can't."
9. <b>Speak Up 1</b>	5 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	

10. <i>Speak Up 2</i>	5 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
11. <i>Sing a Song</i>	5 mins	Unit 23 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “My Body” from the Teacher Menu.</li> <li>2. Have the class sing along and dance to the music.</li> <li>3. Repeat the song several times. Have the class sing along and act out the lyrics.</li> </ol>	


## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
12. <b>Practice Vocabulary:</b> <i>What’s Missing?</i>	10 min		<b>Vocabulary pictures</b> (eyes, ears, mouth, nose)	<ol style="list-style-type: none"> <li>1. Show the students a vocabulary picture.</li> <li>2. Ask, “What’s this?”</li> <li>3. Choose a student to answer.</li> <li>4. When the student says the word correctly, ask all of the students to repeat it.</li> <li>5. Put the vocabulary picture on the board.</li> <li>6. Repeat this for each word.</li> <li>7. Tell the students to close their eyes while you remove one picture.</li> <li>8. Tell the students to open their eyes. Ask if they know which vocabulary picture is missing.</li> <li>9. When a student guesses the correct word, show the vocabulary picture and encourage the students to say the word aloud.</li> <li>10. Put the vocabulary picture back on the board. Tell the students to close their eyes while you remove another picture.</li> <li>11. Repeat these steps several times.</li> </ol>	Review the words “eyes,” “ears,” “mouth,” and “nose.”

13. <i>Search Party</i>	8 mins	Unit 23 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
14. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 23 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Body" from the Teacher Menu.</li> <li>2. Have the class sing and dance along to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Learn an Action	10 mins		Paper for each student  Crayons	<b>Introduce an Action (I do)</b> <ol style="list-style-type: none"> <li>1. Make a drawing motion and say, "Draw."</li> <li>2. The class repeats, "Draw."</li> <li>3. Draw something simple on the board.</li> <li>4. Say, "Draw a ____," and draw the shape you said on the board.</li> <li>5. Have the class repeat the command.</li> <li>6. Draw the shape on the board again.</li> <li>7. Repeat steps 4-6 with several shapes or objects the students know.</li> <li>8. Give each student a crayon and sheet of paper.</li> <li>9. Say, "Draw a ____."</li> <li>10. Have the class repeat the phrase and draw a picture of the object you said.</li> <li>11. Repeat steps 9-10 several times.</li> <li>12. Have a student come to the front and say, "Draw a ____."</li> <li>13. Have the class repeat the phrase and draw a picture of the object you said.</li> <li>14. Repeat steps 12-13 as time allows.</li> </ol>	Learn the action "draw."

	10 mins		Paper for each student Crayons	<b>Practice an Action (You do)</b> <ol style="list-style-type: none"> <li>Put students into pairs.</li> <li>Give students a new sheet of paper.</li> <li>Have the students take turns telling their partner what to draw using the phrase, "Draw a ____."</li> <li>Support students as needed.</li> <li>Put the students' pictures around the room.</li> </ol>	
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### Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. Learn More Words	7 mins		Ball	<b>Introduce the Words and Practice (I do/We do)</b> <ol style="list-style-type: none"> <li>Have the students sit in a circle.</li> <li>Toss the ball from hand to hand as if it is hot. Say "hot! hot!"</li> <li>Have the class repeat "hot! hot!"</li> <li>Say, "The ball is hot!" and toss the ball from hand to hand.</li> <li>Pass the ball to the student next to you.</li> <li>Have the student quickly say, "The ball is hot!" and toss the ball from hand to hand. Then pass the ball to the next student.</li> <li>Continue the pattern around the circle.</li> <li>When the ball comes back to you, shiver and pretend the ball is cold. Say "cold! cold!"</li> <li>Have the class repeat "cold! cold!"</li> <li>Say, "The ball is cold!" and shiver, pretending the ball is cold.</li> <li>Pass the ball to the student next to you.</li> <li>Have the student quickly say, "The ball is cold," shiver, and then pass the ball to the next student.</li> <li>Continue the pattern around the circle.</li> <li>Repeat the activity, alternating between hot and cold. Have the class try to pass the ball faster and faster.</li> </ol>	Learn the words "hot" and "cold."


	8 mins		Ball	<p><b>Practice (You do)</b></p> <ol style="list-style-type: none"> <li>1. Have students continue sitting in a circle.</li> <li>2. Roll the ball to a student. Say, "The ball is hot!"</li> <li>3. The student makes the appropriate motion, tossing the ball from hand to hand as if it were hot.</li> <li>4. Have the student roll the ball to another student and say either, "The ball is hot," or "The ball is cold."</li> <li>5. Have the student with the ball make the appropriate action and then roll it to another student, continuing the pattern.</li> <li>6. Continue the activity until every student has had a turn to say, "The ball is cold," or "The ball is hot," or as time allows.</li> </ol>	
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Break - 5 mins

## Lesson 2: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. <i>Letter Eggs:</i> W	4 mins	Unit 23 - Letters tab 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: W</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "W, /w/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/w/" as they are tracing.</li> <li>7. The class say, "/w/, wolf."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/w/" as they are tracing.</li> <li>10. The class says "/w/, worm."</li> <li>11. Students come up and tap the pictures while the class repeats the sound.</li> </ol>	Learn the letters capital W, small w, capital X, and small x.


<p>7. <b>Letter Eggs:</b> w</p>	<p>4 mins</p>	<p>Unit 23 - Letters tab</p> 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: w</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "w, /w/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/w/" as they are tracing.</li> <li>7. The class says "/w/, wolf."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/w/" as they are tracing.</li> <li>10. The class says "/w/, worm."</li> <li>11. Students come up and tap the pictures while the class repeats the sound.</li> </ol>	
<p>8. <b>Letter Eggs:</b> X</p>	<p>4 mins</p>	<p>Unit 23 - Letters tab</p> 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: X</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "X, /x/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/x/" as they are tracing.</li> <li>7. The class says "/x/, box."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/x/" as they are tracing.</li> <li>10. The class says "/x/, fox."</li> <li>11. Students come up and tap the pictures while the class repeats the sound.</li> </ol>	

<p>9. <b>Letter Eggs: x</b></p>	<p>4 mins</p>	<p>Unit 23 - Letters tab</p> 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: x</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "x, /x/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/x/" as they are tracing.</li> <li>7. The class says "/x/, box."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/x/" as they are tracing.</li> <li>10. The class says "/x/, fox."</li> <li>11. Students come up and tap the pictures while the class repeats the sound.</li> </ol>	
<p>10. <b>Practice Letters and Sounds: Race to Match</b></p>	<p>2 mins</p>		<p><b>Letter pictures</b> (W, w, worm, wolf, X, x, fox, box)</p>	<p><b>Play a Letter Game (Set up)</b></p> <ol style="list-style-type: none"> <li>1. Show the picture of capital W and say, "Capital W."</li> <li>2. Have the class repeat, "Capital W."</li> <li>3. Put the picture on the board in front of the class.</li> <li>4. Repeat steps 1-2 with small w.</li> <li>5. Show the picture of the worm and say, "/w/, /w/, worm."</li> <li>6. Have the class repeat, "/w/, /w/, worm."</li> <li>7. Put the picture on the board.</li> <li>8. Repeat steps 5-7 with the wolf picture.</li> <li>9. Repeat the activity with the letter pictures X, x, fox, and box.</li> </ol>	
	<p>3 mins</p>		<p><b>Letter pictures</b> (W, w, worm, wolf, X, x, fox, box, V, v, violin, vest, U, u, umbrella, up, T, t, tiger, turtle)</p>	<p><b>Model the Game (I do)</b></p> <ol style="list-style-type: none"> <li>1. Review the letter and sound pictures for the previously learned letters.</li> <li>2. Put the capital letter pictures in a place where the class can see each of them.</li> <li>3. Point to each of the capital letters and have the class say the letter name (e.g., "capital U.").</li> <li>4. Mix up the remaining letter and sound pictures and put them in a pile.</li> <li>5. Hold up the first picture in the pile so the class can see it.</li> <li>6. Say, "What's this?" (e.g., "small u," or "/u/, /u/, up.").</li> <li>7. Tap the matching capital letter (e.g., capital U).</li> <li>8. Place the picture at the bottom of the pile and repeat steps 5-7 several times.</li> </ol>	





	4 mins		<p><b>Letter pictures</b> (W, w, worm, wolf, X, x, fox, box, V, v, violin, vest, U, u, umbrella, up, T, t, tiger, turtle)</p>	<p><b>Model the Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Make sure the capital letter pictures are in a place where the class can see each of them.</li> <li>2. Choose two students to come to the front.</li> <li>3. Hold up the first picture in the pile so the students can see it.</li> <li>4. Have the students race to tap the matching capital letter.</li> <li>5. Have the class say what is on the letter picture (e.g., "small u," or "/u/, /u/, up.").</li> <li>6. Place the picture you are holding at the bottom of the pile and repeat steps 3-5 several times with new students.</li> </ol>	
	5 mins		<p><b>Letter pictures</b> (W, w, worm, wolf, X, x, fox, box, V, v, violin, vest, U, u, umbrella, up, T, t, tiger, turtle)</p>	<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Make sure the capital letter pictures are in a place where the class can see each of them.</li> <li>2. Divide the class into 3-4 groups.</li> <li>3. Have each group form a line.</li> <li>4. Hold up the picture on top of the pile of remaining letter pictures so the students can see it.</li> <li>5. Have the first student in each line race to touch the matching capital letter.</li> <li>6. Have the class say what is on the picture (e.g., "small u," or "/u/, /u/, up.").</li> <li>7. The student who taps the picture first earns a point for their team.</li> <li>8. Repeat steps 4-7 until all pictures in the pile have been shown or until every student has had a turn to tap a letter.</li> <li>9. The team with the most points wins.</li> </ol>	





## Lesson 2: Block B (10 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>Can You Wear Pants on Your Head?</i>	8 mins	Unit 23 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Can You Wear Pants on Your Head?</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>Can You Wear Pants on Your Head?</i>
12. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.







## Lesson 1: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	3 mins	Unit 23 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Body" from the Teacher Menu.</li> <li>2. Have the class sing and dance along to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>Big Picture:</i> W w	4 mins	Unit 23 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: W w</i> from the Teacher Menu.</li> <li>2. Show the students capital W.</li> <li>3. Say, "This is capital W."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital W in the air with your finger and have the students do it with you.</li> <li>6. Show the students small w.</li> <li>7. Say, "This is small w."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small w in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital W and small w make the sound /w/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with w.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/w/ /w/ wolf."</li> <li>14. Ask the students to repeat, "/w/ /w/ wolf."</li> <li>15. Follow the pattern for each of the words that start with w (wolf, worm, water).</li> </ol>	Review the letters capital W, small w, capital x, and small x.



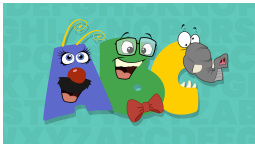
5. <b>Big Picture:</b> X x	4 min	Unit 23 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: X x</i> from the Teacher Menu.</li> <li>2. Show the students capital X.</li> <li>3. Say, "This is capital X."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital X in the air with your finger and have the students do it with you.</li> <li>6. Show the students small x.</li> <li>7. Say, "This is small x."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small x in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital X and small x make the sound /x/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that use x.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/x/ /x/ box."</li> <li>14. Ask the students to repeat, "/x/ /x/ box."</li> <li>15. Follow the pattern for each of the words that use x (box, fox).</li> </ol>	
6. "ABC Song"	3 mins	Unit 23 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select a student to come up and tap the letter W.</li> <li>4. Have the class say, "W."</li> <li>5. Select a student to come up and tap the letter X.</li> <li>6. Have the class say, "X."</li> </ol>	
7. <b>Write and Say:</b> W w	3 mins	Unit 23 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Write and Say: W w</i> from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. The students say, "/w/, wolf," and "/w/, worm."</li> </ol>	
8. <b>Write and Say:</b> X x	3 mins	Unit 23 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play "Write and Say: X x" from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. The students say, "/x/ box," and "/x/, fox."</li> </ol>	




## Lesson 1: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Bright Spot</i>	5 mins	Unit 23 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Bright Spot</i> from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the class if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "eyes," "ears," "mouth," and "nose."
10. <i>Match Maker</i>	5 mins	Unit 23 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary word.</li> </ol>	
11. <i>Speak Up 1</i>	5 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrases "Can you ___?," "Yes, I can," and "No, I can't."
12. <i>Speak Up 2</i>	5 mins	Unit 23 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Decorate the Letter: W</i>	4 mins	Unit 23 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: W</i> from the Teacher Menu.</li> <li>2. When the letter W appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say, "Capital W."</li> <li>4. Have the class say the sound "/w/."</li> <li>5. Ask if any students can say the letter name and sound ("capital W, /w/").</li> <li>6. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>7. Then the student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>8. Continue the pattern until the letter is decorated.</li> </ol>	Review the letters capital W, small w, capital X, and small x.
14. <i>Decorate the Letter: w</i>	4 mins	Unit 23 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: w</i> from the Teacher Menu.</li> <li>2. When the letter w appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say, "Small w."</li> <li>4. Have the class say the sound "/w/."</li> <li>5. Ask if any students can say the letter name and sound ("small w, /w/").</li> <li>6. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>7. Then the student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>8. Continue the pattern until the letter is decorated.</li> </ol>	
15. <i>Decorate the Letter: X</i>	4 mins	Unit 23 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: X</i> from the Teacher Menu.</li> <li>2. When capital X appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say, "Capital X."</li> <li>4. Have the class say the sound "/x/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital X, /x/").</li> <li>6. Choose a student to say, "Capital X, /x/."</li> <li>7. Have the class repeat, "Capital X, /x/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> </ol>	

<p>16. <b>Decorate the Letter: x</b></p>	<p>4 min</p>	<p>Unit 23 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: x</i> from the Teacher Menu.</li> <li>2. When small x appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say, "Small x."</li> <li>4. Have the class say the sound "/x/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small x, /x/").</li> <li>6. Choose a student to say, "Small x, /x/."</li> <li>7. Have the class repeat, "Small x, /x/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> </ol>	
<p>17. <b>Dotty's Ditties</b></p>	<p>5 mins</p>	<p>Unit 23 - Letters tab</p> 	<p><b>Letter Pictures</b> (W, w)</p> <p><b>Lyrics</b> Here's how we make a capital W. A capital W, a capital W. Here's how we make a capital W. Let's all do it together.</p> <p>Here's how we make a small letter w. A small letter w, a small letter w. Here's how we make a small letter w. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital W and small letter w pictures so the class can see them.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Repeat the song as time allows.</li> </ol>	
<p>18. <b>"abc Song"</b></p>	<p>4 mins</p>	<p>Unit 23 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small w and small x.</li> <li>4. Have the class repeat the letter every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


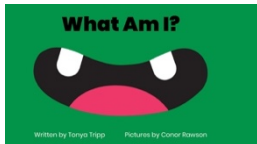
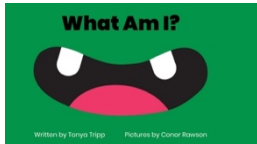
## Lesson 2: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>19. Show What You Learned: Make a Face Project</b>	13 mins		<p><i>Make a Face</i> project for each student</p> <p>Completed example of the project</p> <p>Pencils and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students an example of the completed project.</li> <li>2. Give students the project.</li> <li>3. Students draw the eyes, ears, mouth, and nose and color their picture.</li> <li>4. Let students share their page with a partner. Have students point to each part of the face and say "eyes," "ears," "mouth" and "nose."</li> <li>5. Have student switch partners multiple times.</li> <li>6. Have a student come to the front and show their picture. As a class, review the parts of the face by pointing at the student's project.</li> </ol>	Review the words "eyes," "ears," "mouth," and "nose."
<b>20. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.





## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 23 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "My Body" from the Teacher Menu.</li> <li>2. Have the class sing along and dance along to the music.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <i>What Am I?</i>	8 mins	Unit 23 – Resources tab 	Paper for each student  Crayons	<ol style="list-style-type: none"> <li>1. Give each student a sheet of paper and crayons.</li> <li>2. Show the book <i>What Am I?</i> from the Teacher Menu.</li> <li>3. After each page is read, have the students draw what the narrator says.</li> <li>4. After finishing the book, have the students come to the front and show their monsters as time allows.</li> </ol>	Share the book <i>What Am I?</i>
	5 mins	Unit 23 – Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>What Am I?</i> from the Teacher Menu again.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>4. Continue steps 4-5 throughout the book.</li> </ol>	

<p>5. <b>Learn about Self-Discipline</b></p>	<p>7 mins</p>	<p>Unit 23 - Value tab</p> 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value.</li> <li>2. Play <i>Wild Cards</i> from the Teacher Menu.</li> <li>3. Invite a student to come up and match the first character to the card. Repeat this step until all four characters are matched.</li> <li>4. Invite different students to come up and tap each card in sequence.</li> <li>5. Ask students what they see on each card as it is flipped.</li> </ol> <p>For example:                      Card 1: "What is happening in this picture?" ("The family is getting food.")                      Card 2: "What is happening in this picture?" ("The girl is taking all the food.")                      Card 3: "How do the dad and boy feel?" ("They feel sad.")                      Card 4: "What is the girl doing?" ("The girl is giving food to everyone.") "How do the dad and boy feel now?" ("They feel happy.")</p> <ol style="list-style-type: none"> <li>6. Say, "When you make a good choice, you learn self-discipline. When you have self-discipline, you feel joy!"</li> </ol>	<p>Learn about the value self-discipline.</p>
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**Lesson 1: Block B (15 mins)**



Activity	Time	Teacher Menu	Preparation	Content	Objectives
<p>6. <b>Practice Vocabulary: Pass the Picture</b></p>	<p>7 mins</p>		<p><b>Vocabulary pictures</b> (eyes, ears, mouth, nose)</p> <p>Music the students like</p>	<ol style="list-style-type: none"> <li>1. Review the vocabulary words. Show each picture to the students and have them practice saying the word.</li> <li>2. Play music and have students pass a picture from student to student as fast as they can down the row. Stop the music at any point. When the music stops, the student holding the picture comes to the front and says the word.</li> <li>3. The other students repeat the word.</li> <li>4. Repeat steps 2-3 until all the pictures have been used.</li> <li>5. Repeat the activity as time allows.</li> </ol>	<p>Review the words "eyes," "ears," "mouth," and "nose."</p>

<b>7. Practice Saying Phrases: Can You Do What I Say?</b>	8 mins			<ol style="list-style-type: none"> <li>1. Review several actions with the students ("jump," "run," "clap," "sing," "dance," "draw," etc.).</li> <li>2. Ask the students questions about what they can do using the phrase, "Can you ___?"</li> <li>3. The class says, "Yes, I can."</li> <li>4. The students do the action.</li> <li>5. Continue the same pattern for each of the actions.</li> <li>6. Once students understand the pattern, give them a chance to ask the questions.</li> </ol>	Review the phrases "Can you ___?", "Yes, I can," and "No, I can't."
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Break - 5 mins

## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>8. Big Picture: W w</b>	5 mins	Unit 23 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Big Picture: W w from the Teacher Menu.</li> <li>2. Show the students capital W.</li> <li>3. Say, "This is capital W."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital W in the air with your finger and have the students do it with you.</li> <li>6. Show the students small w.</li> <li>7. Say, "This is small w."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small w in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital W and small w make the sound /w/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with w.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/w/ /w/ wolf."</li> <li>14. Ask the students to repeat, "/w/ /w/ wolf."</li> <li>15. Follow the pattern for each of the words that start with w (wolf, worm, water).</li> </ol>	Review the letters capital W, small w, capital X and small x.

<p>9. <b>Big Picture:</b> X x</p>	<p>5 mins</p>	<p>Unit 23 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play <i>Big Picture: X x</i> from the Teacher Menu.</li> <li>2. Show the students capital X.</li> <li>3. Say, "This is capital X."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital X in the air with your finger and have the students do it with you.</li> <li>6. Show the students small x.</li> <li>7. Say, "This is small x."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small x in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital X and small x make the sound /x/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that use x.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/x/ /x/ box."</li> <li>14. Ask the students to repeat, "/x/ /x/ box."</li> <li>15. Follow the pattern for each of the words that use x (box, fox).</li> </ol>	
<p>10. <b>Dotty's Ditties</b></p>	<p>5 mins</p>	<p>Unit 23 - Letters tab</p> 	<p><b>Letter Pictures</b> (X, x)</p> <p><b>Lyrics</b> Here's how we make a capital X. A capital X, a capital X. Here's how we make a capital X. Let's all do it together.</p> <p>Here's how we make a small letter x. A small letter x, a small letter x. Here's how we make a small letter x. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital and small letter pictures so the class can see them.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class sing and draw the capital and small letters in the air with their finger.</li> </ol>	




## Lesson 2: Block B (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <b>Letter Animals Projects</b>	23 mins		Letters W and w pages for each student  Cutout big and small worm faces for each student  Glue sticks and crayons	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with W and w and the cutout worm faces.</li> <li>3. Help students glue the faces on the capital W and small w to make worms.</li> <li>4. Give students crayons to color the worms.</li> </ol>	Review the letters capital W, small w, capital X and small x.
			Letters X and x pages for each student  Cutout big and small fox faces for each student  Glue sticks and crayons	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with X and x and the cutout fox faces.</li> <li>3. Help students glue the faces on the capital X and small x to make foxes.</li> <li>4. Give students crayons to color the foxes.</li> </ol>	
12. <b>Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say, "Goodbye," and wave to the class.</li> <li>3. Have the students wave and say, "Goodbye."</li> </ol>	Wrap up.






## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins			<b>Teach the Lyrics (I do)</b> <ol style="list-style-type: none"> <li>Show the class how to count to ten using your fingers.</li> <li>Have the class count with you as you count to ten using your fingers.</li> <li>Have the class count to ten using their fingers.</li> <li>Have the class count to ten using their fingers multiple times, going faster each time.</li> <li>Hold up a certain number of fingers. Ask students "How many fingers?"</li> <li>Have students repeat the phrase "How many fingers?"</li> <li>Have the class count the fingers together.</li> <li>Repeat steps 5-7 until students are comfortable with the question and counting to ten.</li> </ol>	Learn the phrase "how many?"
	5 mins			<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>Have four students stand at the front of the classroom.</li> <li>Ask the class "How many students?"</li> <li>Have the class repeat "How many students?"</li> <li>Have the class count the students together.</li> <li>Have the class say "Four students."</li> <li>Have the students sit down.</li> <li>Repeat steps 1-6 multiple times with different numbers of students.</li> </ol>	

	5 mins	Unit 24 - Song tab 		<b>Sing (You do)</b> 1. Show the song "How Many Fingers?" from the Teacher Menu. 2. Have students stand up and prepare to do the actions. (The students start by holding up their hands and wiggling their fingers.) 3. Show the song "How Many Fingers?" from the Teacher Menu a few more times, prompting students to sing and do the actions.	
4. <i>Hear! Hear!</i>	5 mins	Unit 24 - Listening tab 		1. Play <i>Hear! Hear!</i> from the Teacher Menu. 2. The students point to the picture of the phrase. 3. Choose a student to tap the picture. 4. The students repeat the phrase. 5. Repeat until each student has a turn to tap a picture or all the phrases are played.	
5. <i>Flicker Show</i>	5 mins	Unit 24 - Speaking tab 		1. Play <i>Flicker Show</i> from the Teacher Menu. 2. Have the class repeat the target phrase "How many?" 3. Repeat the video as time allows.	



### Lesson 1: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. <i>Photoplay</i>	5 mins	Unit 24 - Vocabulary tab 		<b>Teach the Vocabulary (I do)</b> 1. Play <i>Photoplay</i> from the Teacher Menu. 2. Have a student come to the front and tap an object highlighted in the photo. 3. Have the class say the word together. 4. Continue the same pattern until all of the objects have been selected.	Learn the words "brown," "candy," "pumpkin," and "moon."



7. <b>Big Picture (Vocabulary)</b>	5 mins	Unit 24 - Vocabulary tab 		<b>Practice (We do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Big Picture (Vocabulary)</i> from the Teacher Menu.</li> <li>2. Show the first vocabulary word.</li> <li>3. Tap the picture and have the class repeat the word. If possible, have the class do an action for the vocabulary word while they say it.</li> <li>4. Have the class repeat the word three times.</li> <li>5. Repeat these steps with each vocabulary word.</li> <li>6. Repeat steps 2-5. This time have the class identify the pictures before tapping them.</li> <li>7. Invite individual students to come and tap each picture to confirm the answer.</li> </ol>	
8. <b>Word Flurry</b>	5 mins	Unit 24 - Vocabulary tab 		<b>Find the Words (You do)</b> <ol style="list-style-type: none"> <li>1. Play <i>Word Flurry</i> from the Teacher Menu.</li> <li>2. When the audio says, "Tap ____," (e.g., Tap cat.), ask the class to repeat the word aloud.</li> <li>3. Ask the class if they see the picture on the screen.</li> <li>4. Choose two students to race to the screen and tap the picture.</li> <li>5. Repeat steps 2-4 until the activity ends.</li> </ol>	

Break - 5 mins


## Lesson 2: Block A (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <b>Flicker Show</b>	5 mins	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Flicker Show</i> from the Teacher Menu.</li> <li>2. Have the class repeat the target phrase "How many?"</li> <li>3. Repeat the video as time allows.</li> </ol>	
10. <b>Speak Up 1</b>	5 mins	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	Review the phrase "how many?"




11. <i>Speak Up 2</i>	5 mins	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Divide the class into groups.</li> <li>4. Play the video several more times and have different groups repeat the phrase.</li> </ol>	
12. <i>Sing a Song</i>	5 mins	Unit 24 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song “How Many Fingers?” from the Teacher Menu.</li> <li>2. Have the class sing along and do the motions.</li> <li>3. Repeat the song several times. Have the class sing along and act out the lyrics.</li> </ol>	

## Lesson 2: Block B (20 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <b>Practice Vocabulary:</b> <i>Slap the Word</i>	10 min		<b>Vocabulary pictures</b> (brown, candy, pumpkin, moon)	<ol style="list-style-type: none"> <li>1. Review the vocabulary words with the students.</li> <li>2. Put the vocabulary pictures on the board in front of the class.</li> <li>3. Divide the class into two teams.</li> <li>4. Have one student from each team come to the front.</li> <li>4. Say one of the vocabulary words that is displayed.</li> <li>5. The first student to touch the picture of the vocabulary word wins a point for their team.</li> <li>6. Have the class repeat the word after it is found.</li> <li>7. Repeat steps 4-6 as time allows.</li> <li>8. The team with the most points wins.</li> </ol>	Review the words “brown,” “candy,” “pumpkin,” and “moon.”
14. <i>Search Party</i>	8 mins	Unit 24 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Search Party</i> from the Teacher Menu.</li> <li>2. Say a word you want the students to find.</li> <li>3. Choose a student to come to the front and find the image.</li> <li>4. If the student is correct, tap the correct button.</li> <li>5. Have the class say the target word.</li> <li>6. If the student is incorrect, tap the incorrect button.</li> <li>7. Have the student try again.</li> <li>8. If it is difficult to see the picture, tap the shuffle button.</li> <li>9. Repeat until all the students have had a turn or until you have sufficiently reviewed the vocabulary.</li> </ol>	
15. <i>Goodbye</i>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say “Goodbye” and wave to the class.</li> <li>3. Have the students wave and say “Goodbye.”</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome the students and take attendance.	
2. Classroom Routines	3 mins			Review the classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 24 - Song tab 		<ol style="list-style-type: none"> <li>Show the song "How Many Fingers?" from the Teacher Menu.</li> <li>Have students stand up and prepare to do the actions. (The students start by holding up their hands and wiggling their fingers.)</li> <li>Show the song "How Many Fingers?" from the Teacher Menu a few more times, prompting students to sing and do the actions.</li> </ol>	Warm up.
4. Learn an Action	10 mins			<b>Introduce an Action (I do)</b> <ol style="list-style-type: none"> <li>Review a short and simple song that students like and know well.</li> <li>Turn away from the class and say, "Sing." Students start singing the song.</li> <li>Turn toward them and say, "Stop." Students stop singing and are quiet.</li> <li>As you turn away, say, "Sing." Students sing the song.</li> <li>Repeat. Increase your speed and try to catch students singing.</li> <li>Once students are familiar with the action, invite a student to come up and take your place in leading the group.</li> <li>Repeat until students know the word "sing."</li> </ol>	Learn the actions "sing," "sing loud," and "sing quiet."

	10 mins		Songs the students like	<p><b>Practice an Action (You do)</b></p> <ol style="list-style-type: none"> <li>1. Say "loud." Students repeat "loud."</li> <li>2. Loudly sing a song the students like.</li> <li>3. Again, say "loud." Students repeat "loud."</li> <li>4. Repeat steps 1-3 with "quiet."</li> <li>5. Say, "Sing loud."</li> <li>6. Have the class repeat the command and sing the song loudly.</li> <li>7. Say, "Sing quiet."</li> <li>8. Have the class repeat the command and sing quietly.</li> <li>9. Repeat the activity with different songs, alternating between singing loudly and quietly. Have the student repeat the commands each time.</li> </ol>	
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### Lesson 1: Block B (15 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
5. Learn More Words	8 mins		<p><b>Vocabulary Pictures</b> (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)</p>	<p><b>Introduce the Words and Practice (I do/We do)</b></p> <ol style="list-style-type: none"> <li>1. Review the numbers with the class.</li> <li>2. Choose a student to leave the room.</li> <li>3. Hold up one of the numbers so the class can see it.</li> <li>4. Have the class watch as you find a spot to hide the number. The student shouldn't be able to see the picture when they come back in the room.</li> <li>5. Have the student come back in the classroom.</li> <li>6. Have the class say, "Find the number ____."</li> <li>7. If the student moves closer to the number, the class should chant the number louder.</li> <li>8. If the student moves away from the number, the class should chant the number softer.</li> <li>9. When the student finds the number, have the class say, "It's ____."</li> <li>10. Repeat until every student has had a turn or as time allows.</li> </ol>	Learn the word "find" and numbers one through ten.


	7 mins		<b>Vocabulary Pictures</b> (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)	<b>Practice (You do)</b> <ol style="list-style-type: none"> <li>Put the number pictures on the board.</li> <li>Divide the class into teams.</li> <li>Have each time form a line.</li> <li>Say, "Find the number ____."</li> <li>Have the class repeat the command.</li> <li>Have the first student in each line race to the board and tap the number.</li> <li>The first student to tap the number earns a point for their team.</li> <li>Repeat steps 4-7 as time allows.</li> <li>The team with the most points wins.</li> </ol>	
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Break - 5 mins

## Lesson 2: Block A (30 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
6. <i>Letter Eggs: Y</i>	4 mins	Unit 24 - Letters tab 		<b>Introduce the Capital Letter</b> <ol style="list-style-type: none"> <li>Play <i>Letter Eggs: Y</i> from the Teacher Menu.</li> <li>Choose students to tap or toss the egg.</li> <li>The student who breaks the egg open catches and drags the letter to the center.</li> <li>The class says "Y, /y/."</li> <li>Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>The class repeats the sound "/y/" as they are tracing.</li> <li>The class says "/y/, yo-yo."</li> <li>Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>The class repeats the sound "/y/" as they are tracing.</li> <li>The class says "/y/, yak."</li> <li>Students come up and tap the pictures while the class repeats the sound.</li> </ol>	Learn the letters capital Y, small y, capital Z, and small z.

<p>7. <b>Letter Eggs: y</b></p>	<p>4 mins</p>	<p>Unit 24 - Letters tab</p> 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: y</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "y, /y/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/y/" as they are tracing.</li> <li>7. The class says "/y/, yo-yo."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/y/" as they are tracing.</li> <li>10. The class says "/y/, yak."</li> <li>11. Students come up and tap the pictures while the class repeats the sound.</li> </ol>	
<p>8. <b>Letter Eggs: Z</b></p>	<p>4 mins</p>	<p>Unit 24 - Letters tab</p> 		<p><b>Introduce the Capital Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: Z</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "Z, /z/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/z/" as they are tracing.</li> <li>7. The class says "/z/, zipper."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/z/" as they are tracing.</li> <li>10. The class says "/z/, zebra."</li> <li>11. Students come up and tap the pictures while the class repeats the sound.</li> </ol>	

<p>9. <b>Letter Eggs: z</b></p>	<p>4 mins</p>	<p>Unit 24 - Letters tab</p> 		<p><b>Introduce the Small Letter</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Letter Eggs: z</i> from the Teacher Menu.</li> <li>2. Choose students to tap or toss the egg.</li> <li>3. The student who breaks the egg open catches and drags the letter to the center.</li> <li>4. The class says "z, /z/."</li> <li>5. Choose a student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>6. The class repeats the sound "/z/" as they are tracing.</li> <li>7. The class says "/z/, zipper."</li> <li>8. Choose another student to trace the letter on the screen as the rest of the class traces the letter in the air.</li> <li>9. The class repeats the sound "/z/" as they are tracing.</li> <li>10. The class says "/z/, zebra."</li> <li>11. Students come up and tap the pictures while the class repeats the sound.</li> </ol>	
<p>10. Practice Letters and Sounds: <i>What's Missing</i></p>	<p>2 mins</p>		<p><b>Letter pictures</b> (Y, y, yak, yo-yo, Z, z, zebra, zipper)</p>	<p><b>Play a Letter Game (Set up)</b></p> <ol style="list-style-type: none"> <li>1. Show the picture of capital Y and say "capital Y."</li> <li>2. Have the class repeat "capital Y."</li> <li>3. Put the picture on the board in front of the class.</li> <li>4. Repeat steps 1-2 with small y.</li> <li>5. Show the picture of the yak and say "/y/, /y/, yak."</li> <li>6. Have the class repeat "/y/, /y/, yak."</li> <li>7. Put the picture on the board.</li> <li>8. Repeat steps 4-7 with the yo-yo picture.</li> <li>9. Repeat the activity with letter pictures Z, z, zebra, and zipper.</li> </ol>	
	<p>3 mins</p>		<p><b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j, K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r, S, s, T, t, U, u, V, v, W, w, X, x, Y, y, Z, z)</p>	<p><b>Model the Game (I do)</b></p> <ol style="list-style-type: none"> <li>1. Review the letters.</li> <li>2. Put the small letter pictures on the board in a row.</li> <li>3. Put the capital letter pictures on the board continuing the row.</li> <li>4. Take the small y off the board and hold it behind your back.</li> <li>5. Slowly sing the alphabet song, pointing to the letters as you sing the name (e.g., point to small a as you sing "a").</li> <li>6. Stop singing when you get to the spot where small y should be. Pull small y from behind your back and show it to the class.</li> <li>7. Sing "y."</li> <li>8. Say "small y."</li> <li>9. Have the class repeat "small y."</li> <li>10. Repeat steps 4-9 with capital Y.</li> </ol>	



3 mins			<p><b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j, K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r, S, s, T, t, U, u, V, v, W, w, X, x, Y, y, Z, z)</p>	<p><b>Practice the Game (We do)</b></p> <ol style="list-style-type: none"> <li>1. Take capital G off the board and hold it behind your back.</li> <li>2. Slowly sing the alphabet song, starting with small a. When you finish, start the song over with the capital letters. Encourage students to sing along.</li> <li>3. Stop singing when you get to the spot where capital G should be. Pull capital G from behind your back and show it to the class.</li> <li>4. Sing "G."</li> <li>5. Say "capital G."</li> <li>6. Have the class repeat "capital G."</li> <li>7. Repeat steps 1-6, taking different capital and small letters off the board and putting them behind your back. Consider asking a student to help point to each letter as the class sings it.</li> <li>8. When the class is confident with singing the song and identifying the missing letter, move on to the game.</li> </ol>	
6 mins			<p><b>Letter pictures</b> (A, a, B, b, C, c, D, d, E, e, F, f, G, g, H, h, I, i, J, j, K, k, L, l, M, m, N, n, O, o, P, p, Q, q, R, r, S, s, T, t, U, u, V, v, W, w, X, x, Y, y, Z, z)</p>	<p><b>Play the Game (You do)</b></p> <ol style="list-style-type: none"> <li>1. Have the class close their eyes.</li> <li>2. Take a letter off the board and hide it behind your back.</li> <li>3. Choose a student to come to the front and point to each letter as the class sings the alphabet song.</li> <li>4. When the student gets to the spot with the missing letter, have the class stop singing and identify what letter is missing.</li> <li>5. Once the class has correctly identified the missing letter, put the letter back on the board.</li> <li>6. Have the class finish singing the rest of the letters on the board.</li> <li>7. Repeat steps 1-6 as time allows.</li> <li>8. End the activity by singing the entire "ABC song."</li> </ol>	

## Lesson 2: Block B (10 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
11. <i>It's Halloween</i>	8 mins	Unit 24 - Book tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>It's Halloween</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>It's Halloween</i> .
12. Goodbye	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.








**Lesson 1: Block A (25 mins)**

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. <b>Check Attendance</b>	2 mins			Welcome the students and take attendance.	
2. <b>Classroom Routines</b>	3 mins			Review the classroom rules as necessary.	
3. <b>Sing a Song</b>	3 mins	Unit 24 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "How Many Fingers?" from the Teacher Menu.</li> <li>2. Have the class sing and do the motions.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. <b>Big Picture: Y y</b>	4 mins	Unit 24 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Big Picture: Y y from the Teacher Menu.</li> <li>2. Show the students capital Y.</li> <li>3. Say, "This is capital Y."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital Y in the air with your finger and have the students do it with you.</li> <li>6. Show the students small y.</li> <li>7. Say, "This is small y."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small y in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital Y and small y make the sound /y/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with y.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/y/, /y/, yo-yo."</li> <li>14. Ask the students to repeat "/y/, y/."</li> <li>15. Follow the pattern for each of the words that start with y (yo-yo, yak, yellow).</li> </ol>	Review the letters capital Y, small y, capital Z, and small z.



<p>5. <b>Big Picture:</b> Z z</p>	<p>4 min</p>	<p>Unit 24 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play Big Picture: Z z from the Teacher Menu.</li> <li>2. Show the students capital Z.</li> <li>3. Say, "This is capital Z."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital Z in the air with your finger and have the students do it with you.</li> <li>6. Show the students small z.</li> <li>7. Say, "This is small z."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small z in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital Z and small z make the sound /z/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that use z.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/z/, /z/, zipper."</li> <li>14. Ask the students to repeat "/z/, /z/, zebra."</li> <li>15. Follow the pattern for each of the words that use z (zipper, zebra, zero).</li> </ol>	
<p>6. <b>"ABC Song"</b></p>	<p>2 mins</p>	<p>Unit 24 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play the song "ABC Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select a student to come up and tap the letter Y.</li> <li>4. Have the class say, "Y."</li> <li>5. Select a student to come up and tap the letter Z.</li> <li>6. Have the class say "Z."</li> </ol>	
<p>7. <b>Write and Say:</b> Y y</p>	<p>3 mins</p>	<p>Unit 24 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play Write and Say: Y y from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. The students say "/y/, yo-yo" and "/y/, yak."</li> </ol>	
<p>8. <b>Write and Say:</b> Z z</p>	<p>3 mins</p>	<p>Unit 24 - Letters tab</p> 		<ol style="list-style-type: none"> <li>1. Play Write and Say: Z z from the Teacher Menu.</li> <li>2. Choose a student to trace the capital letter on the screen while the class traces the letter in the air.</li> <li>3. Choose a student to trace the small letter on the screen while the class traces the letter in the air.</li> <li>4. The students say "/z/ zipper" and "/z/, zebra."</li> </ol>	


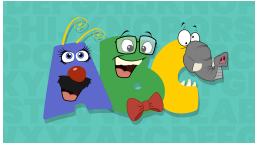
## Lesson 1: Block B (20 mins)



Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <i>Bright Spot</i>	5 mins	Unit 24 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Bright Spot</i> from the Teacher Menu.</li> <li>2. Choose two students to come to the front and click on a firefly.</li> <li>3. Each time the picture gets lighter, ask the class if they can guess the word.</li> <li>4. Once the picture is revealed, encourage the class to say the word aloud.</li> <li>5. If the class says the correct word, tap the correct button.</li> <li>6. If the class says an incorrect word, tap the incorrect button and have the class repeat the correct word.</li> <li>7. Repeat steps 2-6 with the remaining words.</li> </ol>	Review the words "brown," "candy," "pumpkin," and "moon."
10. <i>Match Maker</i>	5 mins	Unit 24 - Vocabulary tab 		<ol style="list-style-type: none"> <li>1. Play <i>Match Maker</i> from the Teacher Menu.</li> <li>2. Divide the class into two groups. Have each group form a line.</li> <li>3. Have the first two students in group 1 choose a card.</li> <li>4. If the students make a match, give their group a point and have the class say the vocabulary word.</li> <li>5. Have the two students in group 1 go to the back of their line.</li> <li>6. Repeat steps 3-5 with group 2.</li> <li>7. Repeat these steps until all the matches are made.</li> <li>8. The team with the most points wins.</li> <li>9. Tap on each of the pictures and have the class repeat the vocabulary word.</li> </ol>	
11. <i>Speak Up 1</i>	5 mins	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 1</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	Review the phrase "How many?"
12. <i>Speak Up 2</i>	5 mins	Unit 24 - Speaking tab 		<ol style="list-style-type: none"> <li>1. Play <i>Speak Up 2</i> from the Teacher Menu.</li> <li>2. Have the class repeat the phrase when they are prompted.</li> <li>3. Play the video several more times and have different groups of students repeat the phrase.</li> </ol>	

Break - 5 mins

## Lesson 2: Block A (25 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
13. <i>Decorate the Letter: Y</i>	4 mins	Unit 24 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Decorate the Letter: Y from the Teacher Menu.</li> <li>2. When the letter Y appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "capital Y."</li> <li>4. Have the class say the sound "/y/."</li> <li>5. Ask if any students can say the letter name and sound ("capital Y, /y/").</li> <li>6. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>7. Then the student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>8. Continue the pattern until the letter is decorated.</li> </ol>	Review the letters capital Y, small y, capital Z, and small z.
14. <i>Decorate the Letter: y</i>	4 mins	Unit 24 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Decorate the Letter: y from the Teacher Menu.</li> <li>2. When the letter y appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small y."</li> <li>4. Have the class say the sound "/y/."</li> <li>5. Ask if any students can say the letter name and sound ("small y, /y/").</li> <li>6. After the student says the letter name and sound correctly, ask the class to repeat it.</li> <li>7. Then the student comes up to the screen and selects one of the decorations (color, eyes, mouth, accessories) for the letter.</li> <li>8. Continue the pattern until the letter is decorated.</li> </ol>	

<p>15. <b>Decorate the Letter: Z</b></p>	<p>4 mins</p>	<p>Unit 24 - Letters tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: Z</i> from the Teacher Menu.</li> <li>2. When capital Z appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "capital Z."</li> <li>4. Have the class say the sound "/z/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("capital Z, /z/").</li> <li>6. Choose a student to say "capital Z, /z/."</li> <li>7. Have the class repeat "capital Z, /z/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> </ol>	
<p>16. <b>Decorate the Letter: z</b></p>	<p>4 min</p>	<p>Unit 24 - Letters tab</p> 	<ol style="list-style-type: none"> <li>1. Play <i>Decorate the Letter: z</i> from the Teacher Menu.</li> <li>2. When small z appears on the screen, ask, "What letter is this?"</li> <li>3. Have the class say "small z."</li> <li>4. Have the class say the sound "/z/."</li> <li>5. Have the students raise their hand if they can say the letter name and sound ("small z, /z/").</li> <li>6. Choose a student to say "small z, /z/."</li> <li>7. Have the class repeat "small z, /z/."</li> <li>8. Have the student who identified the letter name and sound come to the screen and select a decoration (color, eyes, mouth, accessories) for the letter.</li> <li>9. Repeat steps 5-8 until the letter is decorated.</li> </ol>	




<b>17. Dotty's Ditties</b>	5 mins	Unit 24 - Letters tab 	<p><b>Letter Pictures</b> (Y, y)</p> <p><b>Lyrics</b> Here's how we make a capital Y, A capital Y, a capital Y. Here's how we make a capital Y. Let's all do it together.</p> <p>Here's how we make a small letter y, A small letter y, a small letter y. Here's how we make a small letter y. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital Y and small y letter pictures so the class can see them.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> <li>4. Repeat the song as time allows.</li> </ol>	
<b>18. "abc Song"</b>	4 mins	Unit 24 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play the song "abc Song" from the Teacher Menu.</li> <li>2. Have the class sing the song.</li> <li>3. Select students to come up and tap small y and small z.</li> <li>4. Have the class repeat the letter every time the letter is tapped.</li> <li>5. Play the song again and have the students sing and dance to the music.</li> </ol>	


## Lesson 2: Block B (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>19. Show What You Know: Halloween Counting Project</b>	13 mins		<p><b>Halloween Counting project</b> for each student</p> <p>Crayons</p>	<ol style="list-style-type: none"> <li>1. Give each student a <i>Halloween Counting</i> project.</li> <li>2. Review the vocabulary words with the students.</li> <li>3. Point to each word and have the students say it.</li> <li>4. Ask the students, "How many ___?" then count the number of objects as a class.</li> <li>5. Let students finish counting each of the items and tracing the number.</li> <li>6. When students finish, they can color the page.</li> </ol>	Review the phrase "how many?"
<b>20. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.



## Lesson 1: Block A (30 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
1. Check Attendance	2 mins			Welcome students and take attendance.	
2. Classroom Routines	3 mins			Review classroom rules as necessary.	
3. Sing a Song	5 mins	Unit 24 - Song tab 		<ol style="list-style-type: none"> <li>1. Play the song "How Many Fingers?" from the Teacher Menu.</li> <li>2. Have the class sing along and do the motions.</li> <li>3. Repeat the song several times until the students are comfortable with the lyrics.</li> </ol>	Warm up.
4. Spooky Halloween	8 mins	Unit 24 – Resources tab 		<ol style="list-style-type: none"> <li>1. Show the book <i>Spooky Halloween</i> from the Teacher Menu.</li> <li>2. After the narrator reads each page, have the class repeat what was said.</li> <li>3. Show the book again.</li> <li>4. After each page is read, invite a student to tap an illustration or word to see if it highlights.</li> <li>5. If a word highlights along with the illustration, point the word out to the class. Have students repeat the word.</li> <li>6. Continue steps 4-5 throughout the book.</li> </ol>	Share the book <i>Spooky Halloween</i> .
5. Learn about Positivity.	7 mins	Unit 24 - Value tab 		<ol style="list-style-type: none"> <li>1. Use language the students understand to discuss the value positivity.</li> <li>2. Play the video until the first decision.</li> <li>3. Invite a student to tap an option and have students continue to watch the animation.</li> <li>4. After the animation, say, "When you change a sad thing to a happy thing, you are being positive. When you are positive, you feel joy!"</li> </ol>	Learn about the value positivity.

<b>6. Review More Words</b>	5 mins	Unit 24 - Value tab 		<ol style="list-style-type: none"> <li>1. Play <i>Show Me, Miss Daisy</i> from the Teacher Menu.</li> <li>2. Have the students count along with Miss Daisy.</li> <li>3. Discuss the video with the students.</li> <li>4. Play the video again, emphasizing when Miss Daisy counts and uses the word “find.”</li> </ol>	Review numbers and the word “find.”
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## Lesson 1: Block B (15 mins)


Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>7. Practice Vocabulary: Reveal the Word</b>	7 mins		<b>Vocabulary pictures</b> (brown, candy, pumpkin, moon)  Sheet of paper to cover the vocabulary pictures	<ol style="list-style-type: none"> <li>1. Cover one of the vocabulary pictures with the piece of paper and hold it up.</li> <li>2. Slowly move the cover sheet to reveal part of the picture.</li> <li>3. Students raise their hands when they know what the picture is.</li> <li>4. If students know the word, remove the paper.</li> <li>5. The class says the word aloud.</li> <li>6. If the students aren’t able to identify the picture, continue to slowly reveal the rest of the picture until they are able to identify it.</li> </ol>	Review the words “brown,” “candy,” “pumpkin,” and “moon.”
<b>8. Practice Saying Phrases: How Many Objects?</b>	8 mins		Objects or pictures the students can count	<ol style="list-style-type: none"> <li>1. Review the question “How many?”</li> <li>2. Select a number of objects or show a picture of objects and ask the students “How many?”</li> <li>3. Count the objects with the students, “one, two, three...”</li> <li>4. Choose a student to come up and repeat these steps with a new picture or number of objects, asking the class “How many?”</li> <li>5. Repeat until every student has had a turn to ask “How many?”</li> </ol>	Review the phrase “how many?”

Break - 5 mins



## Lesson 2: Block A (15 mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
9. <b>Big Picture:</b> Y y	5 mins	Unit 24 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Big Picture: Y y from the Teacher Menu.</li> <li>2. Show the students capital Y.</li> <li>3. Say, "This is capital Y."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital Y in the air with your finger and have the students do it with you.</li> <li>6. Show the students small y.</li> <li>7. Say, "This is small y."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small y in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital Y and small y make the sound /y/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that start with y.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/y/, /y/, yo-yo."</li> <li>14. Ask the students to repeat "/y/, y/."</li> <li>15. Follow the pattern for each of the words that start with y (yo-yo, yak, yellow).</li> </ol>	Review the letters capital Y, small y capital Z, small z.
10. <b>Big Picture:</b> Z z	5 mins	Unit 24 - Letters tab 		<ol style="list-style-type: none"> <li>1. Play Big Picture: Z z from the Teacher Menu.</li> <li>2. Show the students capital Z.</li> <li>3. Say, "This is capital Z."</li> <li>4. Students repeat the letter name.</li> <li>5. Draw capital Z in the air with your finger and have the students do it with you.</li> <li>6. Show the students small z.</li> <li>7. Say, "This is small z."</li> <li>8. Students repeat the letter name.</li> <li>9. Draw small z in the air with your finger and have the students do it with you.</li> <li>10. Say, "Capital Z and small z make the sound /z/."</li> <li>11. Students repeat the letter sound.</li> <li>12. Show the pictures that use z.</li> <li>13. As you introduce the pictures, say the sound and the name of the picture, such as "/z/, /z/, zipper."</li> <li>14. Ask the students to repeat "/z/, /z/, zebra."</li> <li>15. Follow the pattern for each of the words that use z (zipper, zebra, zero).</li> </ol>	

<b>11. Dotty's Ditties</b>	5 mins	Unit 24 - Letters tab 	<p><b>Letter Pictures</b> (Z, z)</p> <p><b>Lyrics</b> Here's how we make a capital Z, A capital Z, a capital Z. Here's how we make a capital Z. Let's all do it together.</p> <p>Here's how we make a small letter z, A small letter z, a small letter z. Here's how we make a small letter z. Let's all do it together.</p>	<ol style="list-style-type: none"> <li>1. Display the capital Z and small z pictures so the class can see them.</li> <li>2. Play <i>Dotty's Ditties</i> from the Teacher Menu.</li> <li>3. Have the class draw the capital and small letters in the air with their finger as they sing.</li> </ol>	
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## Lesson 2: Block B (25mins)

Activity	Time	Teacher Menu	Preparation	Content	Objectives
<b>12. Letter Animals Projects</b>	23 mins		<p>Letter pages Y y for each student</p> <p>Cutout big and small yak faces for each student</p> <p>Glue sticks and crayons</p> <p>Letter pages Z and z for each student</p> <p>Cutout big and small zebra faces for each student</p> <p>Glue sticks and crayons</p>	<ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with Y and y and the cutout yak faces.</li> <li>3. Help students glue the faces on the capital Y and small y to make yaks.</li> <li>4. Give students crayons to color the yaks.</li> </ol> <ol style="list-style-type: none"> <li>1. Show students what the finished project looks like.</li> <li>2. Give each student the pages with Z and z and the cutout zebra faces.</li> <li>3. Help students glue the faces on the capital Z and small z to make zebras.</li> <li>4. Give students crayons to color the zebras.</li> </ol>	Review the letters capital Y, small y capital Z, small z.
<b>13. Goodbye</b>	2 mins			<ol style="list-style-type: none"> <li>1. Wrap up the class.</li> <li>2. Say "Goodbye" and wave to the class.</li> <li>3. Have the students wave and say "Goodbye."</li> </ol>	Wrap up.